DOCUMENT RESUME

ED 431 084 CE 078 735

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TITLE	Farmers as Employers. Level 1. Level 2. Level 3. Support Materials for Agricultural Training.
INSTITUTION	National Languages and Literacy Inst., Melbourne (Australia).
SPONS AGENCY	Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE	1998-00-00
NOTE	144p.; For related documents, see CE 078 731-738. An initiative of the Victorian Farmers Federation and Primary Skills Victoria.
AVAILABLE FROM	Language Australia National Resource Centre, GPO Box 372F, Melbourne, Victoria 3001, Australia; e-mail: lanrc@la.ames.vic.edu.au
PUB TYPE	Guides - Classroom - Learner (051)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Education; Agribusiness; *Agricultural Education; *Agricultural Laborers; Agricultural Production; Business Communication; Communication Skills; Developed Nations; *Employer Employee Relationship; Employment Interviews; Employment Practices; *Farmers; Foreign Countries; Instructional Materials; *Job Applicants; Job Application; Job Training; Learning Activities; Motivation Techniques; Occupational Information; Personnel Policy; *Personnel Selection; Postsecondary Education; Resumes (Personal); Secondary Education; Vocational Education; Work Environment
IDENTIFIERS	*Australia (Victoria)

ABSTRACT

This publication contains the three communication skills units of the three levels of Support Materials for Agricultural Training (SMAT) in the area of farmers as employers: Level 1 (starting), 2 (continuing), and 3 (completing). The units are designed to help the learner improve his or her written and spoken communication and numeracy skills needed to deal with employment of agriculture workers. SMAT materials can be used by the individual, with a mentor, or in a group or class. An introduction describes how to use the materials, types of activities, and materials needed. Four types of activities are found in the communication unit: key word activities, reading activities, writing activities, and spoken communication activities. Model answers are provided. Topics covered in Level 1 are as follows: jobs on the farm, employment conditions, job descriptions, interviews, job advertisements, and job application letters. Topics covered in Level 2 include the following: person specifications, job advertisements, personal history forms, negotiations, tax, employment declaration forms, and employment surveys. Topics covered in Level 3 are as follows: job advertisements and applications, resumes, interviewing management staff, training and profitability, and motivating people. (YLB)

ED 431 084

Farmers As Employers

Level 1

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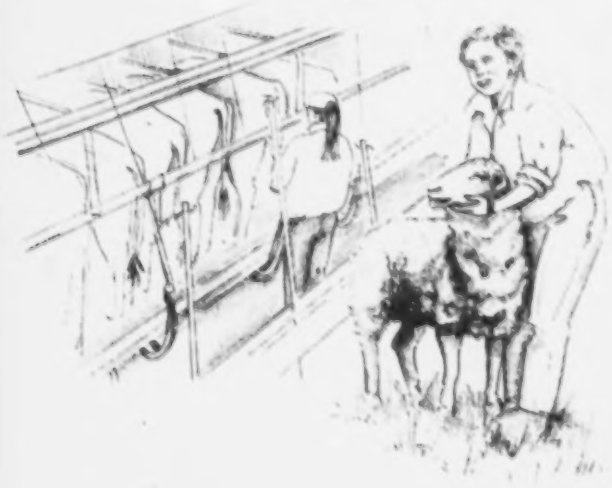

Support Materials for Agricultural Training

ED 431 084

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Acknowledgments

These units were developed as an initiative of the Victorian Farmers Federation and Primary Skills Victoria. They have been written and prepared by Kangan Batman TAFE.

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Published and distributed by:
The Language Australia National Resource Centre
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GPO Box 372F, Melbourne Victoria 3001
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Funded under the Workplace English Language and Literacy Programme by the Commonwealth through the Department of Employment, Education, Training and Youth Affairs.

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Introduction

Welcome to this unit of the SMAT materials, *Farmers as Employers 1*.

SMAT stands for Support Materials for Agricultural Training. SMAT will help you improve your written and spoken communication skills and your numeracy skills, so you can succeed at training programs or communicate more successfully in your workplace.

This unit helps you with the reading, writing and spoken communication skills you need to deal with employing staff. This unit is not a course in employing staff, but it will assist you if you do employ staff.

Where this fits

SMAT has four topics: *Farm Management and Leadership, Farmers as Employers, Occupational Health and Safety and Agricultural Production.*

This unit is Level 1 of *Farmers as Employers.* There are three units in this topic: Level 1 (starting), 2 (continuing) and 3 (completing). Each unit has two parts: Communication Skills and Numeracy.

After you finish this unit, you could try the other units at the same level: *Agricultural Production 1, Farm Management and Leadership 1, Occupational Health and Safety 1.*

Then you could try the units at a higher level.

You do not have to complete every unit in SMAT. It is up to you to choose the most useful parts and work through them.

How to use these materials

You can use the SMAT materials by yourself, with someone to help you, or in a group or class. It is hard to work by yourself, so it is a good idea to have someone who can give you advice and feedback (a mentor). This person could be a trainer from a college or community centre, a relative, a neighbour or a friend.

The unit is written so you can start at the beginning and work through it. Or if you like you can choose parts of the unit and only do those parts. Spend more time on the parts which are most useful for you. If something is not useful, you can skip it.

There is no certificate to go with the SMAT materials. But SMAT helps you improve your skills so you can do other courses and get other certificates. For example: FarmSmart, Rural Business Management and courses run by the Department of Natural Resources and Environment. You will also find that working through SMAT improves the communication and numeracy skills that you need in your working life.

Outcomes

After you finish the SMAT materials, you will be able to communicate more effectively and use numeracy skills more effectively. You will be able to write a simple job description, conduct an interview and write simple letters.

How long should I spend?

This depends on you. The amount of time will be different if you are working by yourself or in a group, with a mentor or without, and if you do all the activities or not. Take enough time to do all the activities that are relevant to you, to a standard high enough to satisfy you.

Activities

Each unit has a number of activities for you to do. In the communications units there are four types of activities:

- key word activities
- reading activities
- writing activities
- spoken communication activities.

In the numeracy units there are numeracy activities. Sometimes you can write answers to these activities in the book. Sometimes it is better to write them in a notebook. Sometimes for the spoken communication activities you will need to go and speak to some other people.

In some places there are also practice writing and practice reading activities. These are extra activities. You can choose to do them if you think you want extra practice in something.

Most of the activities have model answers in the back of the book. You can also ask your mentor to check your answers.

What you need

Before you start, make sure you have the following:

- a notebook (A4 size is best)
- pens, pencils, highlighter pens
- a file or folder to keep extra papers.

Assessment

There is no formal assessment for SMAT. But it is a good idea to have a mentor look at what you have done. That way you can decide together what you have learned and what you need to improve.

Remember, the SMAT materials are a resource for you to use to improve your skills. It is up to you how you use them and how much of them you use.

Jobs on the farm

Employing staff can be tricky. In this unit we look at some of the communication skills involved with employment.

An owner might employ the following people.

farm jobs

share farmer

harvester operator

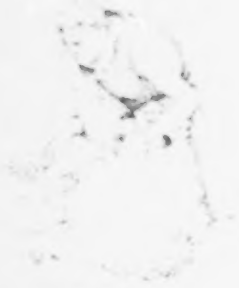
shedhand

farmhand

stockperson

technician

jillaroo

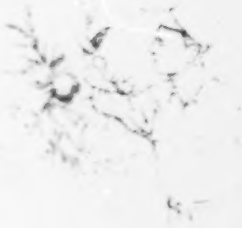


trainee

manager

apprentice

shearer



station hand

dairy hand

jackaroo

fruit picker

Figure 1: Farm Jobs

Activity 1

This activity will help you practise writing some job titles.

1. There may be other jobs too. Write some here.

2. Make a list of the people employed on your farm. Include their names and the job they do. Also write down the jobs that you might employ people to do in future.

Job	Employee's name

Current jobs		Future jobs	
Job name	Employee name	Job name	Employee name

Employment conditions

Employees are entitled to certain conditions by law. It is important for employers to know about them.

Tom and Sue Moore are thinking of hiring a farmhand. They have never employed anyone before, so they are not sure of some things:

Tom and Sue can get this information from a number of places, such as:

- Employer organisations
- Unions
- Government departments

- Other farmers
- Media sources, like newspapers

Sue and Tom read a newspaper article looking for answers to their questions. They highlight the answers.

Reading skills: highlighting

When you are looking for important information, use a coloured highlighter pen to make the important things stand out.

Activity 2

This next activity helps you practise finding specific information.

Tom and Sue read an article from a farmer's newspaper about employment. Read the article and find the answers to their questions. Use a highlight pen.

conditions

minimum	*the lowest*
conditions	*wages and hours of work*
entitlements	*what the law says people must have*

Employment issues: leave and wages

The law says that employees must have certain minimum conditions.

The first of these is four weeks paid annual leave for each year worked. That means, for example, if an employee works three months, they can have one week leave, if they work six months, two weeks leave, and so on.

Annual leave adds up. So if the employee does not take their leave, they do not lose it. It is added on to the next year's leave. Employees can also have one week paid sick leave for each year worked.

Industry Sector Rates are the minimum wage rates for various industries. Most farm employees are covered by Agriculture, Forestry and Fishing rates. The wage rate usually depends on the employee's skill, training and the responsibility of the position.

The Federal Wageline can help with enquiries about wage entitlements.

Job descriptions

A job description describes the tasks and responsibilities of a job.

It is a good idea to write job descriptions before you hire new staff. That way, new employees know what the job involves. A job description can help you to hire the right person for the job, and it may be important if there is any dispute later.

This is what happened to Ron.

I took on a young bloke as a farmhand. One day I told him to climb up the silos to see how much grain we had. He said he was scared of heights! I should have told him what he had to do right at the start.

This section will help you practise reading and writing job descriptions.

A basic job description can be quite short and simple. Here is an example.

Job title: Dairy hand

Responsible to: Ken Mitchell, Owner

Main tasks:

- Milk cows
- Clean milking machine
- Feed out hay
- Prepare bail rations
- Help with calf rearing
- Read and write instructions and communicate effectively
- Conduct basic testing
- Handle and move livestock
- Perform basic health care
- Apply chemicals
- Plan daily work routines
- Other tasks as required

Conditions:

- Award wages and superannuation
- Weekend work every second weekend

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Activity 3

Look at the job description for a dairy hand and find the parts of the job description which show:

- the name of the boss
- what the job involves from day to day
- the pay and conditions.

Highlight the name of the boss and the conditions. Here are some words that are useful in job descriptions.

Job tasks

read

write

water

clean

work

provide

prepare

communicate

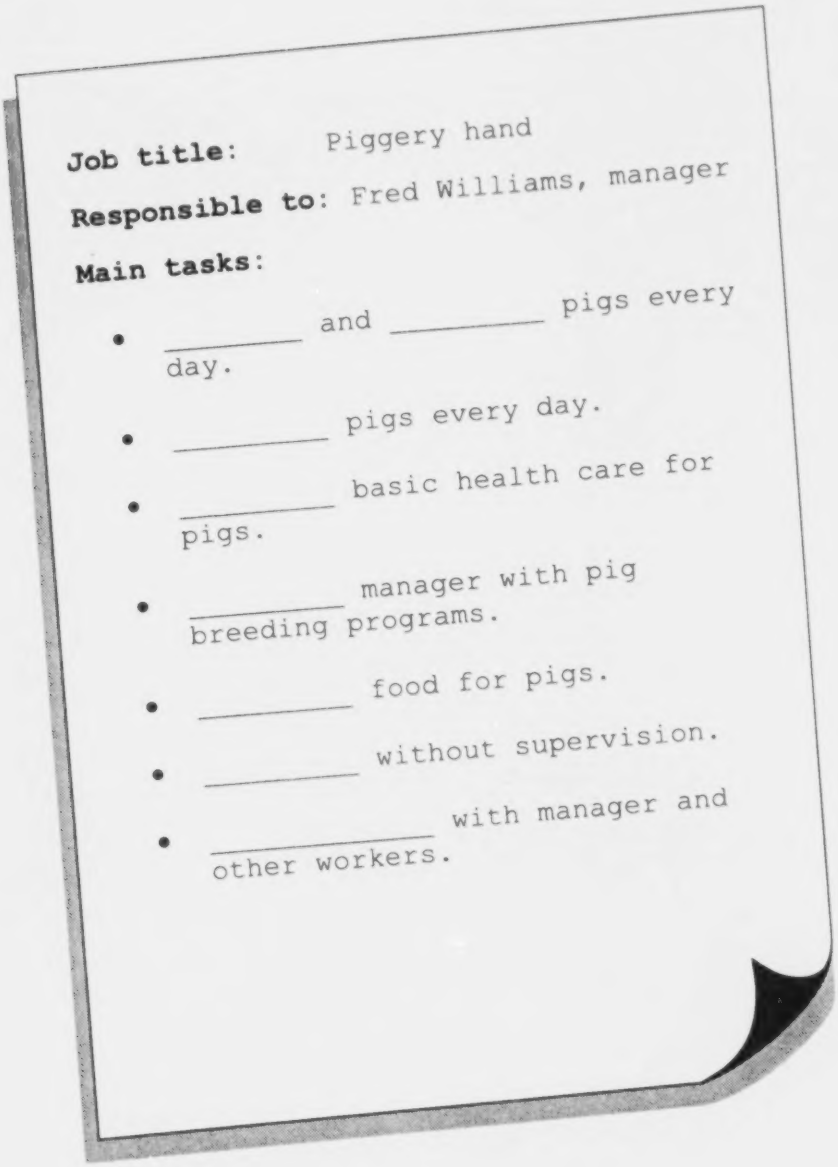
help

feed

Activity 4

This activity helps you practise using the key words for job descriptions.

1. Here is another job description. To complete it, put one of the key words in each space. Remember, each task starts with an action.



Job title: Piggery hand

Responsible to: Fred Williams, manager

Main tasks:

- _____ and _____ pigs every day.
- _____ pigs every day.
- _____ basic health care for pigs.
- _____ manager with pig breeding programs.
- _____ food for pigs.
- _____ without supervision.
- _____ with manager and other workers.

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Figure 2: Piggery hand

2. Now you can apply your skills to your own farm. Think about one of the jobs on your farm. Discuss the job with another person. What would you write in a job description? Try writing a job description like the examples.

   Remember to start each task with an action: *Clean, Feed, Communicate* and so on.

Writing skills: use a model

When you have to write something, find an example of a similar text (a model) and base your own text on it. Look at the organisation of the model and the words. We have given you lots of models in the SMAT materials. But you can find your own too.

Interviews

When you advertise a job, you should interview people who apply. In fact, not interviewing people can lead to problems.

This is what happened to Les, a vegetable grower.

I decided to take on an apprentice, but I didn't interview him. I soon found out he wasn't really interested in the job. He took 15 days off on sick leave and now he's gone off on WorkCover. I told him "You're not cut out to be a vegetable grower". He said, "I never wanted to be one. I only took the job because my Mum said I had to stay at school otherwise." If I'd asked him why he wanted the job in the first place, I'd have avoided these problems.

Interviews don't have to be long and formal. You can decide if you want to run:

- short interviews
- long formal interviews.

Short interviews

You may wish to run short interviews when you are hiring casual labour for seasonal work such as picking or pruning.

You can hold short interviews:

- over the phone
- in person.

Alex, who employs a lot of casual staff on her strawberry farm, likes to meet the people wanting work. She says she learns as much about a person from looking at them as from their answers to questions.

Alex asks a number of questions. These include:

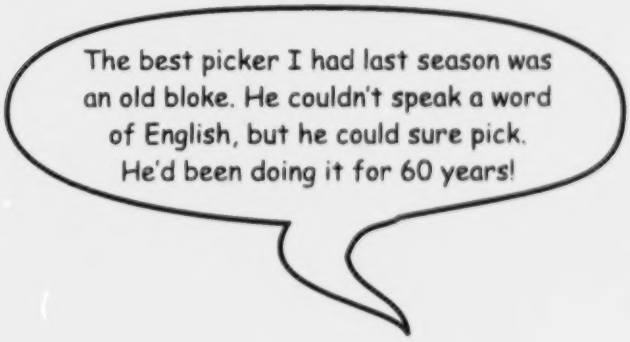
Have you ever worked outside?
Why do you want this job?
Have you ever driven a tractor before?
When can you start?
What hours can you work?

Sometimes you will interview people who:

- don't say much
- can't speak English well.

This doesn't mean they won't be good workers. You may need to give them a trial. This gives you a chance to see them at work and gives them a chance to show you what they can do.

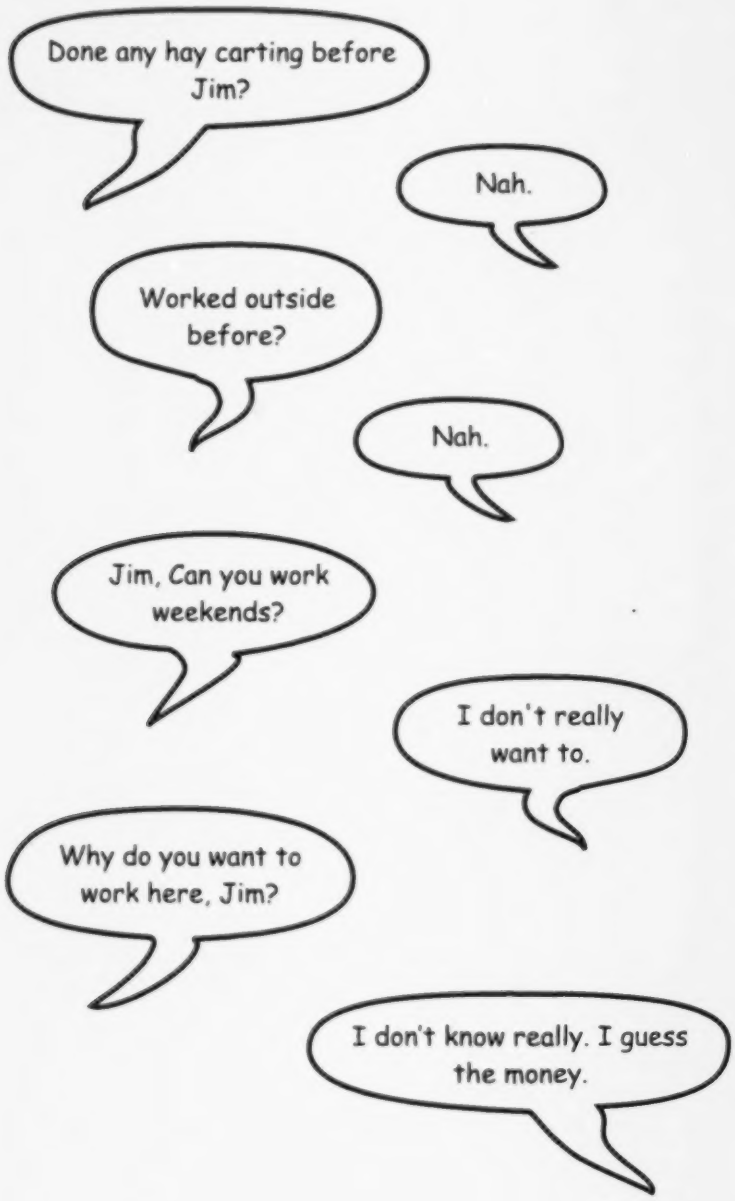
Here's Sue's comments about a worker.


The best picker I had last season was an old bloke. He couldn't speak a word of English, but he could sure pick. He'd been doing it for 60 years!

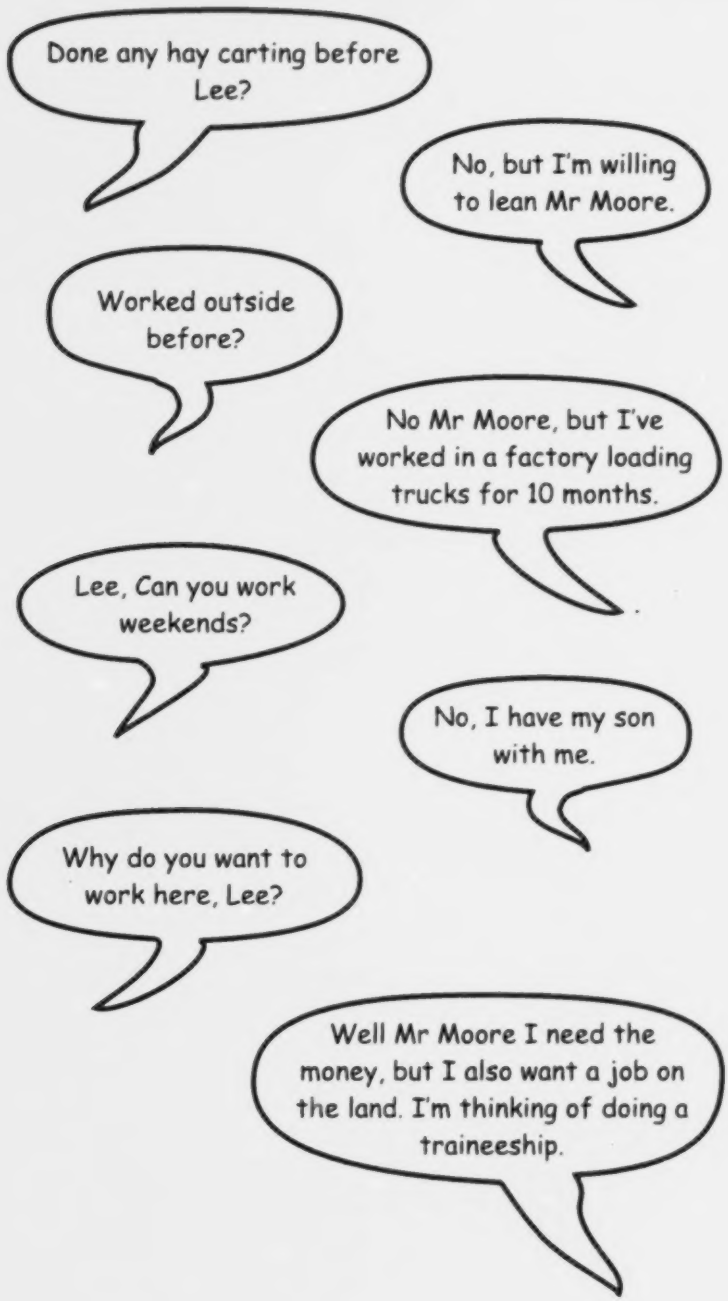
Activity 5

Here is an example of two interviews. Who would you hire, and why?

Interview 1


Done any hay carting before Jim?
Nah.
Worked outside before?
Nah.
Jim, Can you work weekends?
I don't really want to.
Why do you want to work here, Jim?
I don't know really. I guess the money.

Interview 2


Done any hay carting before Lee?
No, but I'm willing to lean Mr Moore.
Worked outside before?
No Mr Moore, but I've worked in a factory loading trucks for 10 months.
Lee, Can you work weekends?
No, I have my son with me.
Why do you want to work here, Lee?
Well Mr Moore I need the money, but I also want a job on the land. I'm thinking of doing a traineeship.

Hiring staff

When you hire staff, let them know their work conditions. Tell them:

- pay rates
- hours
- work duties
- how long the job will be for
- safe work practices.

Let them ask you questions.

Ask the new worker if they have any questions.

Activity 6

What information would you need to give workers starting at your workplace?

What would you tell them about:

- hours
- length of employment
- pay rates
- safe work practices.

Long formal interviews

Sometimes you may want to hold a longer, more formal interview. If you are employing a trainee, a share-farmer or a contractor, you need to pick the right person. A longer interview can help you make this decision.

There are several steps involved in formal interviews.

You need to:

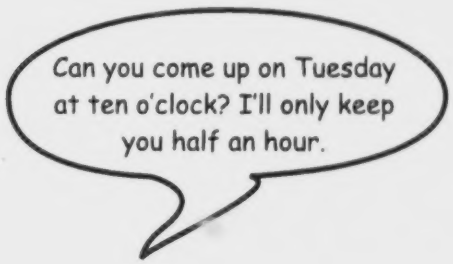
- set the interview time
- prepare for the interview
- interview
- make a decision.

Arranging the interview

When you have decided who you want to interview, let the applicants know.

Before you ring them, work out:

- when you will hold the interviews
- how long each interview will take.



Working out the questions

Plan what questions you want to ask. The questions you ask will depend on what job it is.

You should always ask people about:

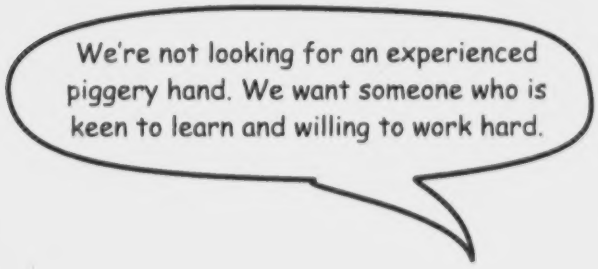
- their past experience
- references
- qualifications
- what skills they have
- why they have applied for the job
- what their future goals are.

Holding the interview

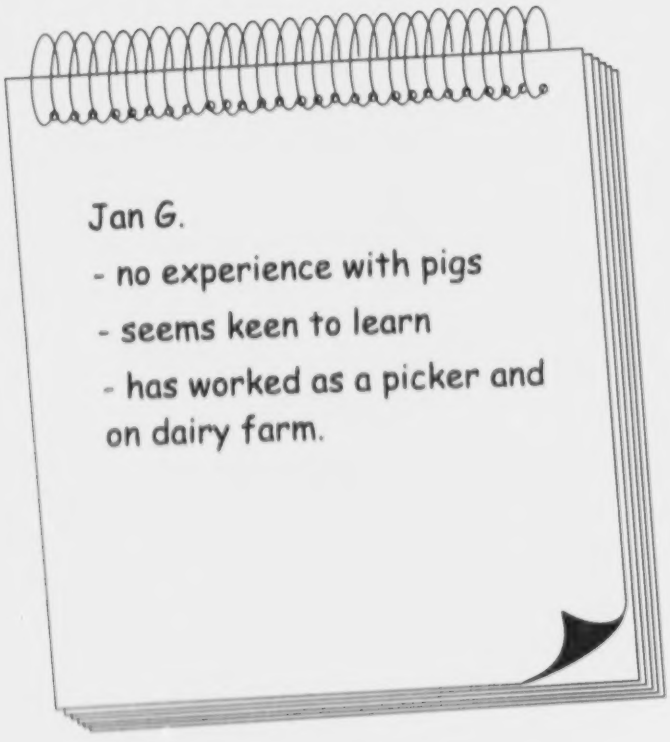
Before the interviews, read the job applications.

Start the interview by telling the person about:

- the job
- the conditions
- the type of person you are looking for.



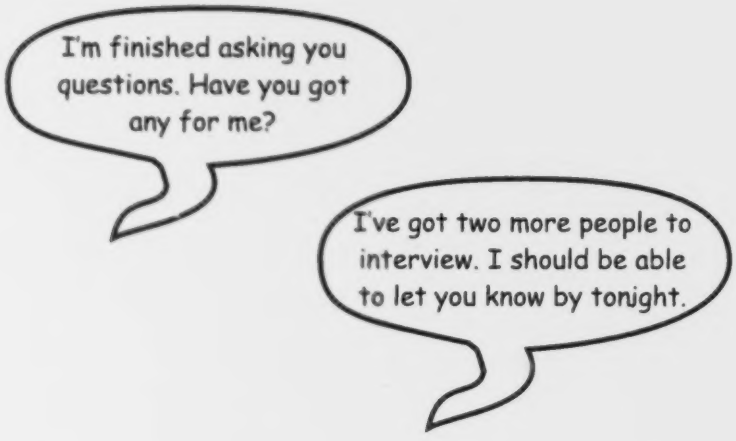
Take down notes. It will help you remember things when you are deciding who to employ.



Remember you can learn a lot about a person from looking at them and listening to the way they speak. Notice how they answer questions. Try to make them feel relaxed by smiling at them and nodding as they answer your questions.

- Do they seem interested and keen?
- Have they thought about their answers?
- Do they seem willing to learn?

Finish the interview by asking if the person has any questions. Then tell them when you will let them know who got the job.


I'm finished asking you questions. Have you got any for me?
I've got two more people to interview. I should be able to let you know by tonight.

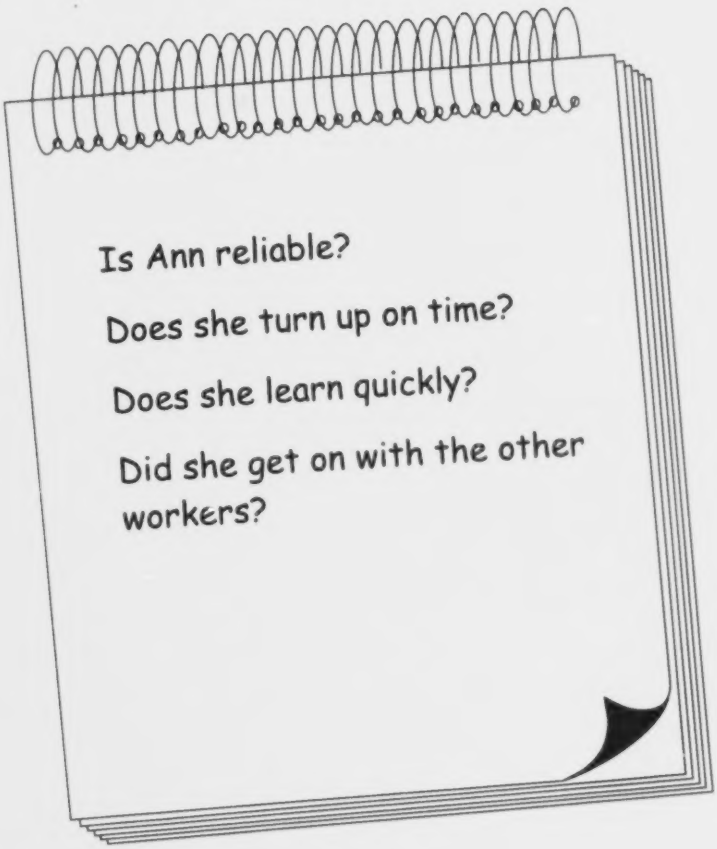
Making the decision

Before you make a decision, it is a good idea to ring referees.

This is a good way of checking that the person has done what they said they have done.

It's better to spend time doing this now than get stuck with an employee who is no good.

Before you ring a referee, write down the questions you want to ask. You could ask:



As soon as you can, let people know who got the job. When you speak to the person who got the job, tell them:

- the starting date and time
- job conditions (pay, leave).

Activity 7

1. Write down five questions you would ask in an interview for a trainee at your workplace.

2. Write down five questions you would ask a share-farmer wanting to work at your workplace.

Job advertisements

One way to find employees is to place an advertisement in the situations vacant section of a newspaper. In this section you will practise reading and writing advertisements.

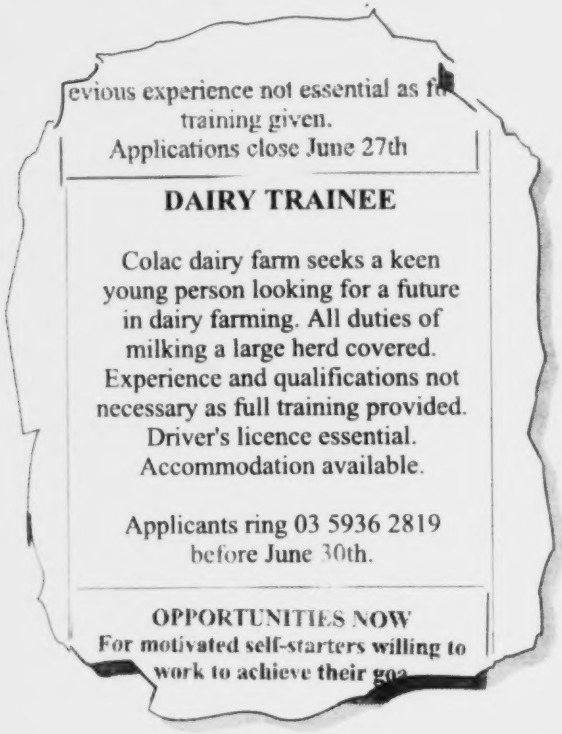
You often see these words in job advertisements.

job advertisements

essential	*you must have this*
necessary	*you should have this*
qualifications	*certificates, diplomas and degrees*
references	*information from other people about a job applicant*
resume	*a list of your details, qualifications and experience (sometimes called CV)*

Here is a typical advertisement from the situations vacant section of a newspaper.

Example: job advertisements



evious experience not essential as f
training given.
Applications close June 27th

DAIRY TRAINEE

Colac dairy farm seeks a keen young person looking for a future in dairy farming. All duties of milking a large herd covered. Experience and qualifications not necessary as full training provided. Driver's licence essential. Accommodation available.

Applicants ring 03 5936 2819 before June 30th.

OPPORTUNITIES NOW
For motivated self-starters willing to work to achieve their goa

Job advertisements usually contain the following information:

- name of job
- who the employer is
- who they are looking for
- duties of the job
- what skills and qualifications the employee must have
- information about conditions
- where to write or phone
- closing date.

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Figure 3: Trainee

Activity 8

1. Here is another job advertisement. Label the arrows with the different information which is given.

other positions available both permanent and temporary.

Please forward resumes to the above Personnel Officer.

MILK MACHINE TECHNICIAN / INSTALLER

Well-known dairy company in northern Victoria has a vacancy for an experienced milking machine technician/installer. Must have good interpersonal skills and be a team player. Current driver's licence essential. Flexible working hours, some on-call work.

Apply in own handwriting (enclosing references) to the:
Manager
Bill's Daily Dairy Services
PO Box 199
Tamura 3999.

Applications close July 7th.

PLUMBER needed for full time work. Must be registered able to work without

2. Looking at the two ads, decide if the following statements are true or false and tick the appropriate box.

	True	False
The dairy trainee needs experience.	❑	❑
The dairy trainee needs a drivers licence.	❑	❑
The dairy trainee must find their own place to live.	❑	❑
The milking machine technician must have experience.	❑	❑
The milking machine technician will work with other people.	❑	❑
Applicants for the milking machine technician job must phone the manager.	❑	❑

3. Here are some more job ads. Look at each one to find out:

   - contact names
   - contact numbers
   - job locations

   and write down the information.

Horse Jobs

MANAGER, Showing Arabs, Saudi Arabia	$750+
Foal Watch NSW & VIC	$600+
Stud Hand NSW & VIC	$380+
Instructor US, UK & OZ	$350+

TOTAL 200 Jobs Worldwide
Visa restrictions do apply
No registration fee (+=Accom.)
STABLEMATE 02 9654 9733

HARVESTER
OPERATORS WANTED

We are looking for very experienced, highly motivated and well presented people for now and the coming season, to work across Eastern Australia.

- WE USE NEW JOHN DEERE EQUIPMENT -

PLEASE CONTACT BRUCE
018 636 194

FRUIT PICKERS WANTED
for apple orchard, Casuarian.
Must be fit and work hard.

Phone Ron 03 63 912 346

JACKAROOS WANTED

Position available Kingston/Keith district.
Immediate start must be able to ride motorbike -
keen and fit only need apply.

Enquiries Phone: 08 8767 2995

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Tom and Sue Moore run a sheep and cattle farm in Tamura, Victoria. They have decided to employ a farmhand. They start by discussing what they want.

Writing skills: talking and planning

Before you write anything, spend some time talking or thinking it over. Then make some rough notes of what you want to put.

Sue, we need a farmhand to help out around the place.
They must be experienced with sheep and cattle, Tom.
And reliable!
They can have the spare room in our house.
We'll pay them award wages, Sue.
But they don't need qualifications, Tom.
They can send applications to our post box at Tamura Post Office.
We want to see references Tom.

Tom and Sue decide to phone an ad through to the newspaper. First, Tom writes down their ideas in a list.

Then Tom and Sue write down the ad as they want it to appear in the newspaper.

Activity 9

This activity helps you practise writing a job ad. Complete the ad for Tom and Sue. This helps you practise the language of job advertisements.

Farmhand

Tamura _____ farm seeks _____ person to work as a farmhand. Must be _____.

Qualifications not _____.

Award _____ and _____.

Accommodation is _____.

Send _____ and _____ to Tom and Sue Moore, PO Box 199, Tamura 3999.

Job application letters

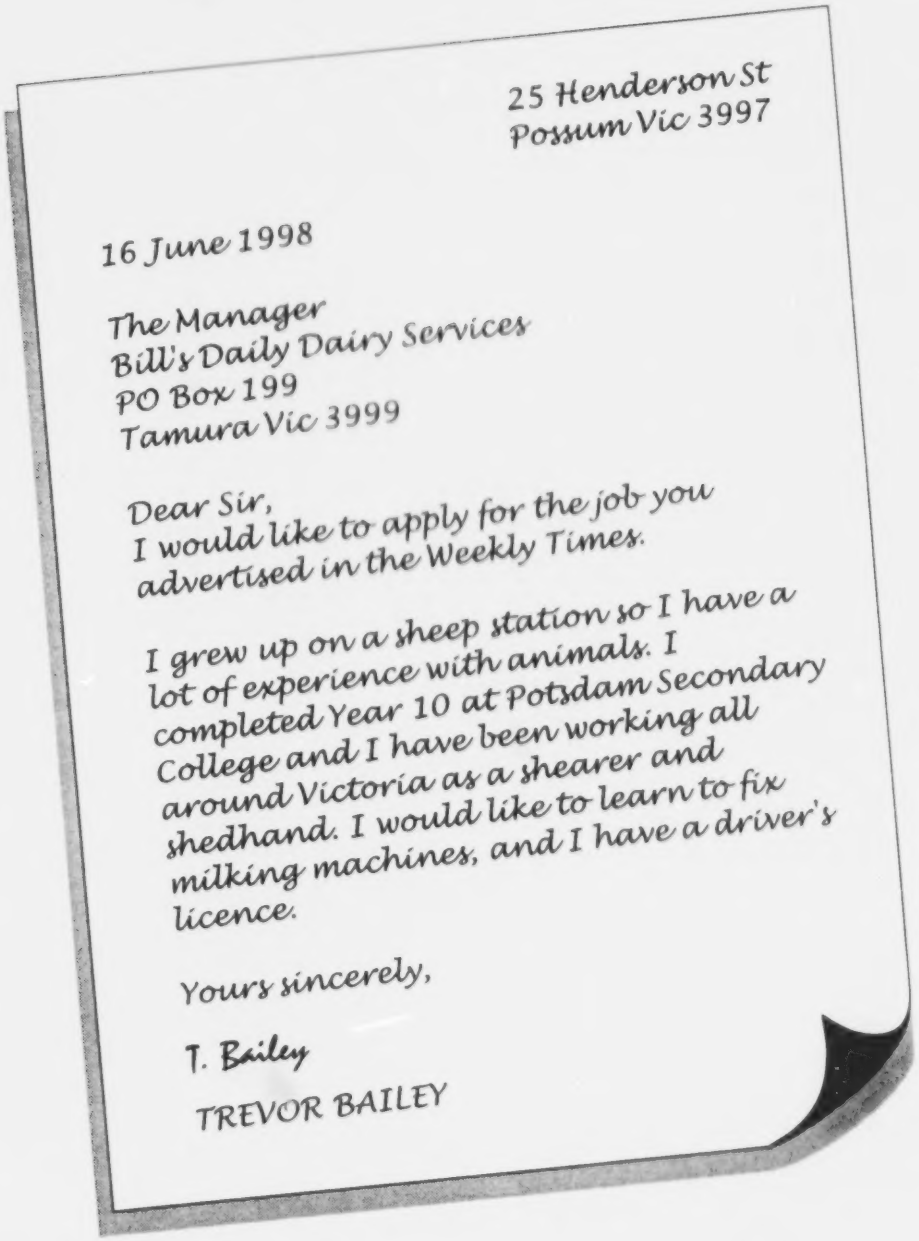
This section will help you practise reading and writing job application letters.

Three people applied for the job as a milking machine technician. Here are the three application letters. The employer could interview the applicants and ask for references from previous employers. On the basis of these letters, which person seems the most suitable for the job?

Think about:

- their experience
- their qualifications.

Letter A



25 Henderson St
Possum Vic 3997

16 June 1998

The Manager
Bill's Daily Dairy Services
PO Box 199
Tamura Vic 3999

Dear Sir,
I would like to apply for the job you advertised in the Weekly Times.

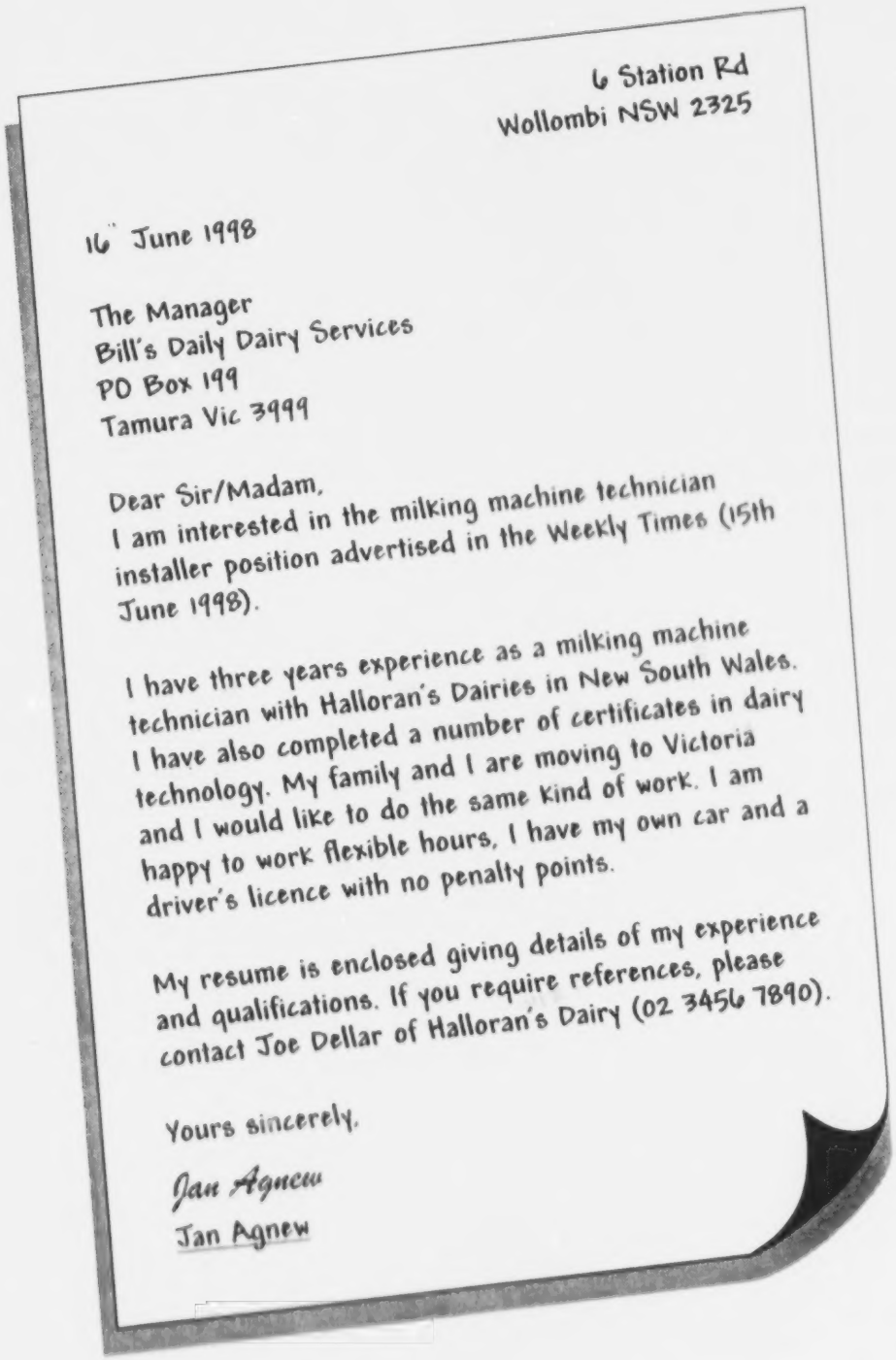
I grew up on a sheep station so I have a lot of experience with animals. I completed Year 10 at Potsdam Secondary College and I have been working all around Victoria as a shearer and shedhand. I would like to learn to fix milking machines, and I have a driver's licence.

Yours sincerely,

T. Bailey

TREVOR BAILEY

Letter B



6 Station Rd
Wollombi NSW 2325

16th June 1998

The Manager
Bill's Daily Dairy Services
PO Box 199
Tamura Vic 3999

Dear Sir/Madam,
I am interested in the milking machine technician installer position advertised in the Weekly Times (15th June 1998).

I have three years experience as a milking machine technician with Halloran's Dairies in New South Wales. I have also completed a number of certificates in dairy technology. My family and I are moving to Victoria and I would like to do the same kind of work. I am happy to work flexible hours, I have my own car and a driver's licence with no penalty points.

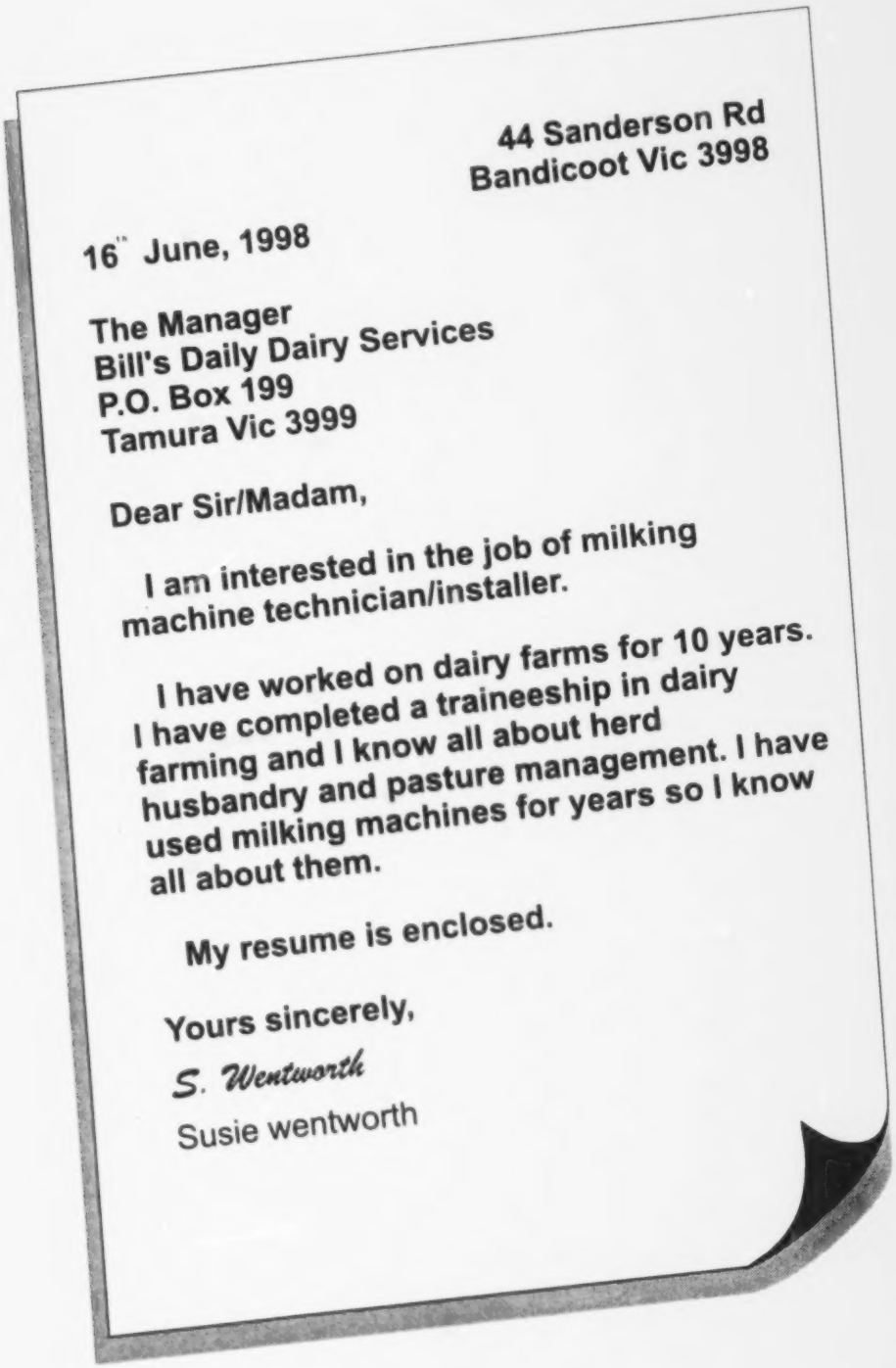
My resume is enclosed giving details of my experience and qualifications. If you require references, please contact Joe Dellar of Halloran's Dairy (02 3456 7890).

Yours sincerely,

Jan Agnew

Jan Agnew

Letter C



44 Sanderson Rd
Bandicoot Vic 3998

16th June, 1998

The Manager
Bill's Daily Dairy Services
P.O. Box 199
Tamura Vic 3999

Dear Sir/Madam,

I am interested in the job of milking machine technician/installer.

I have worked on dairy farms for 10 years. I have completed a traineeship in dairy farming and I know all about herd husbandry and pasture management. I have used milking machines for years so I know all about them.

My resume is enclosed.

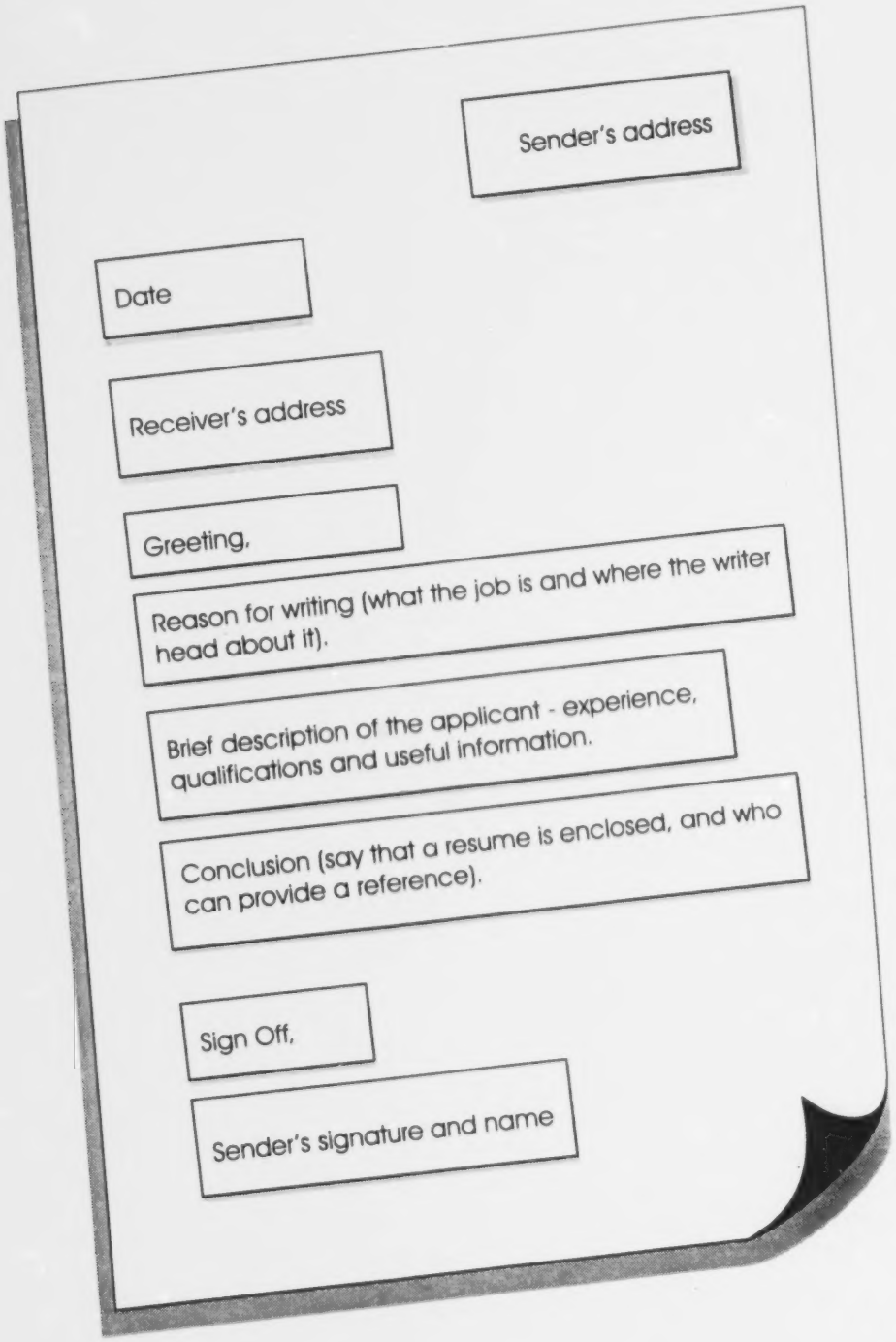
Yours sincerely,

S. Wentworth

Susie wentworth

44

Job application letters are usually set out like this:


Sender's address
Date
Receiver's address
Greeting,
Reason for writing (what the job is and where the writer head about it).
Brief description of the applicant - experience, qualifications and useful information.
Conclusion (say that a resume is enclosed, and who can provide a reference).
Sign Off,
Sender's signature and name

Which of the three letters, A B and C, did you think was the best? Probably Jan Agnew's. She has good experience in fixing machines, not just using them, and she has some qualifications too. But before you gave Jan the job, you would have to:

- interview Jan
- check her references.

Activity 10

Here is Jan's letter again. Mark the different parts of the letter. The first one is done for you.

Letter B again

Sender's address
6 Station Rd
Wollombi NSW 2325
16 June 1998
The Manager
Bill's Daily Dairy Services
PO Box 199
Tamura Vic 3999
Dear Sir/Madam,
I am interested in the milking machine technician installer position advertised in the Weekly Times (15th June 1998).
I have three years experience as a milking machine technician with Halloran's Dairies in New South Wales. I have also completed a number of certificates in dairy technology. My family and I are moving to Victoria and I would like to do the same kind of work. I am happy to work flexible hours, I have my own car and a driver's licence with no penalty points.
My resume is enclosed giving details of my experience and qualifications. If you require references, please contact Joe Dellar of Halloran's Dairy (02 3456 7890).
Yours sincerely,
Jan Agnew
Jan Agnew

Activity 11

This activity helps you practise writing a formal job application letter.

Barbara, a school leaver aged 17, has decided to apply for the dairy trainee position.

evious experience not essential as full
training given.
Applications close June 27th

DAIRY TRAINEE

Colac dairy farm seeks a keen young person looking for a future in dairy farming. All duties of milking a large herd covered. Experience and qualifications not necessary as full training provided. Driver's licence essential. Accommodation available.

Applicants ring 03 5936 2819 before June 30th.

OPPORTUNITIES NOW
For motivated self-starters willing to work to achieve their goa

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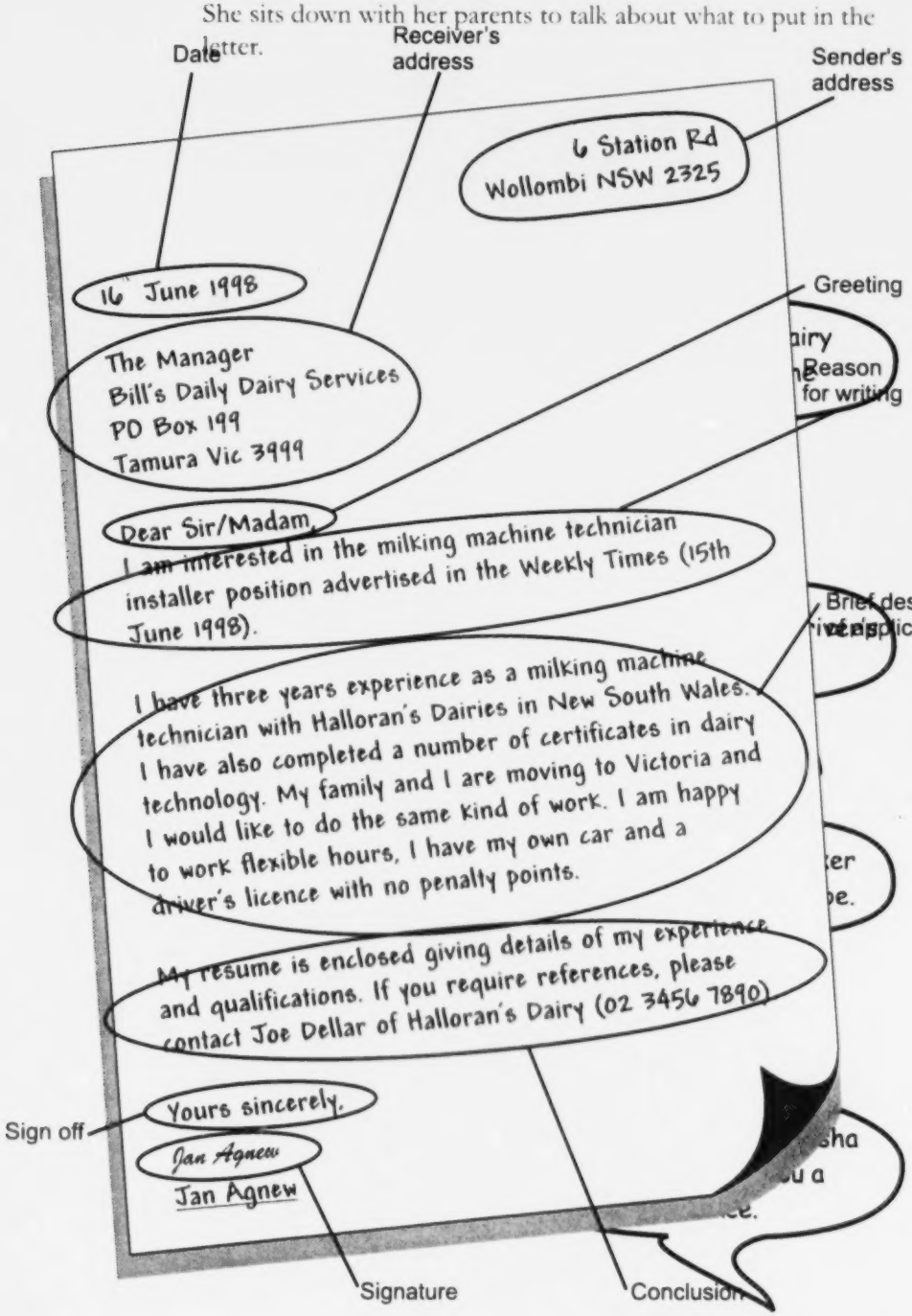
She rings the number and is told to write an application letter.

She sits down with her parents to talk about what to put in the letter.


Date
Receiver's address
Sender's address
6 Station Rd
Wollombi NSW 2325
16 June 1998
The Manager
Bill's Daily Dairy Services
PO Box 199
Tamura Vic 3999
Greeting
Reason for writing
Dear Sir/Madam,
I am interested in the milking machine technician installer position advertised in the Weekly Times (15th June 1998).
Brief description
I have three years experience as a milking machine technician with Halloran's Dairies in New South Wales. I have also completed a number of certificates in dairy technology. My family and I are moving to Victoria and I would like to do the same kind of work. I am happy to work flexible hours, I have my own car and a driver's licence with no penalty points.
My resume is enclosed giving details of my experience and qualifications. If you require references, please contact Joe Dellar of Halloran's Dairy (02 3456 7890)
Sign off
Yours sincerely,
Jan Agnew
Jan Agnew
Signature
Conclusion

Now write Barbara's letter. The addresses have been put in for you. If you need help, look at Letter B again which shows you how a job application letter is set out.

14 Church St
Dusty Creek Vic 3098

Jenkins Farm
Old Colac Rd
Colac Vic 3250

Dear Mr and Mrs Jenkins,

I would like to apply.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

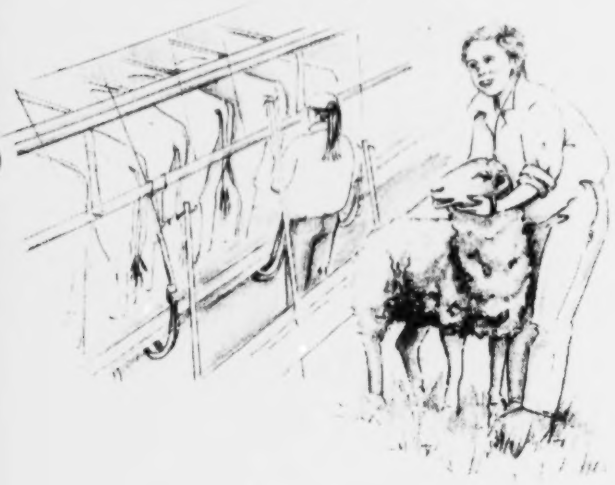
Yours sincerely,

B. Walker

Barbara Walker

Farmers As Employers

Level 2



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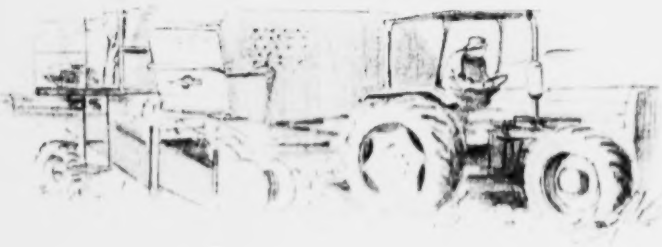

Acknowledgments

These units were developed as an initiative of the Victorian Farmers Federation and Primary Skills Victoria. They have been written and prepared by Kangan Batman TAFE.

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Published and distributed by:
The Language Australia National Resource Centre, Language Australia, GPO Box 372F,
Melbourne Victoria 3001.

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Funded under the Workplace English Language and Literacy Programme by the Commonwealth through the Department of Employment, Education, Training and Youth Affairs.

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Introduction

Welcome to this unit of the SMAT materials, *Farmers as Employers 2*.

SMAT stands for Support Materials for Agricultural Training. SMAT will help you improve your written and spoken communication skills and your numeracy skills, so you can succeed at training programs or communicate more successfully in your workplace.

This unit helps you with the reading, writing and spoken communication skills you need to deal with employing staff. This unit is not a course in employing staff, but it will support you if you do a employ staff.

Where this fits

SMAT has four topics: *Agricultural Production, Farmers as Employers, Farm Management and Leadership* and *Occupational Health and Safety*.

This unit is Level 2 of *Farmers as Employers*. There are three units of *Farmers as Employers*: Level 1 (starting), 2 (continuing) and 3 (completing). Each unit has two parts: Communication Skills and Numeracy.

After you finish this unit, you could try the other units at the same level: *Agricultural Production 2*, *Occupational Health and Safety 2*, *Farm Management and Leadership 2*.

Then you could try the units at a higher level.

You do not have to complete every unit in SMAT. It is up to you to choose the most useful parts and work through them.

How to use these materials

You can use the SMAT materials by yourself, with someone to help you, or in a group or class. It is hard to work by yourself, so it is a good idea to have someone who can give you advice and feedback (a mentor). This person could be a trainer from a college or community centre, a relative, a neighbour or a friend.

The unit is written so you can start at the beginning and work through it. Or if you like you can choose parts of the unit and only do those parts. Spend more time on the parts which are most useful for you. If something is not useful, you can skip it.

There is no certificate to go with the SMAT materials. But SMAT helps you improve your skills so you can do other courses and get other certificates. For example: FarmSmart, Rural Business Management, and courses run by the Department of Natural Resources and Environment. You will also find that working through SMAT improves the communication and numeracy skills that you need in your working life.

Outcomes

After you finish the SMAT materials you will be able to communicate more effectively in speech and writing and use numeracy skills more effectively. You will be able to write a more detailed job ad, assess personal history applications and complete an employment declaration form.

How long should I spend?

This depends on you. The amount of time will be different if you are working by yourself or in a group, with a mentor or without, and if you do all the activities or not. Take enough time to do all the activities that are relevant to you, to a standard high enough to satisfy you.

Activities

Each unit has a number of activities for you to do. In the communications units there are four types of activities:

- key word activities
- reading activities
- writing activities
- spoken communication activities.

In the numeracy units there are numeracy activities.

Sometimes you can write answers to these activities in the book. Sometimes it is better to write them in a notebook. Sometimes for the spoken communication activities you will need to go and speak to some other people.

In some places there are also practice writing and practice reading activities. These are extra activities. You can choose to do them if you think you want extra practice in something.

Most of the activities have model answers in the back of the book. You can also ask your mentor to check your answers.

What you need

Before you start, make sure you have the following:

- a notebook (A4 size is best)
- pens, pencils, highlighter pens
- a file or folder to keep extra papers.

Assessment

There is no formal assessment for SMAT. But it is a good idea to have a mentor look at what you have done. That way you can decide together what you have learned and what you need to improve.

Remember, the SMAT materials are a resource for you to use to improve your skills. It is up to you how you use them and how much of them you use.

Person specifications

In *Farmers as Employers 1* we looked at how to write a job description. The job description states what the job involves.

If you are going to hire someone, it is also useful to write a person specification. This means a description of the person that you want to hire: their qualifications, experience and so on.

person specifications

knowledge

qualifications

experience

abilities

personal qualities

Activity 1

Match the key words above with these meanings:

1. Skills, things you can do .....
2. Courses you have done at school and college .....
3. Work you have done before .....
4. What you are like as a person .....
5. What you know .....

There is a difference between essential and desirable:

If something is *essential*, it means you must have it.

If something is *desirable*, it means it is a good thing to have, but it is not essential. Another way to say this is: *it is an advantage*.

Example: person specification

Title:
Dairy hand.

Qualifications:
Not essential, but studies of dairy husbandry are desirable.

Experience:
Experience of dairy cattle and machine milking is essential.
Applicants must have experience with farm machinery.
Experience in animal care is desirable.

Skills:
- ability to drive a tractor
- stock handling skills
- ability to work without supervision
- knowledge of dairy nutrition is desirable.

Personal qualities:
- hard-working
- willing to learn
- trustworthy.

Skills, knowledge and qualities

Activity 2

1. Here is a list of some skills, knowledge and personal qualities. Add some others that you think could be important for a range of jobs on a farm.

Skills

Ability to fix all kinds of machinery

Ability to drive heavy vehicles

Carpentry and joinery skills

Computer skills

Bookkeeping skills

Knowledge

Animal health

Financial knowledge

Personal qualities

Ability to work in a team

Outgoing personality

Good communicator

2. Here are some examples of jobs. Which skills, knowledge and personal qualities do you think would be important for each job? Choose them from the lists you have just written.

   - farmhand
   - stockperson
   - shearer
   - mechanic
   - manager
   - apprentice

3. Choose a job and write a person specification using the example of the dairy hand as a model.

Job advertisements

In *Farmers as Employers 1* we looked at simple job ads. Check back if you want to brush up on the key words.

If you want to employ someone for a more responsible, long-term position, you might need to place a more detailed job ad. In the ad, you need to put the skills, experience and qualities you are looking for. That way, only suitable people should apply.

Activity 2

What would the owner of a sheep/cereals property look for in a manager? Think about the skills, experience and qualities they would need. Make some notes here.

Now read this example of a longer job ad.

...

Example: job advertisement

ease forward resumes to the
above Personnel Officer.

Working Manager

A Tamura sheep/cereals dryland property (1700 ha) seeks a working manager, responsible for day-to-day activities, and working with owners on planning and budgeting.

Applicants must have experience of:

- winter cropping (wheat, canola, field peas)
- merino breeding
- safe chemical use and recording.

Applicants must have good communication skills and be able to work in a team. An ability to innovate is an advantage. Tertiary qualifications are not essential.

Accommodation is available in a large house with good access to local school.

Remuneration will be negotiated depending on qualifications and experience.

Enquiries to 060 12-3456.
Written applications with references to
Mona and Travis Phelps
PO Box 979, Tamura, 3999.

WORKERS needed for full time work. Must be registered
able to work without

Activity 3

From the information in the job ad choose the correct answer.

	True	False
1. The job involves making plans and budgets.	❑	❑
2. The job involves working with other people.	❑	❑
3. The applicant must have a university degree.	❑	❑
4. The boss and the applicant will discuss rates of pay.	❑	❑
5. Applicants must apply by telephone.	❑	❑

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The writing process: writing a job advertisement

Ken and Bruce Walker own a piggery near Shepparton. They need to employ a piggery hand. They have decided to write a job ad.

Before they write the ad, they have written a job description and a person specification, so they know exactly what they want.

When you want to write something, there are five stages to the process:

Writing skills: the five stages of writing

1. Think and talk about what to write.
2. Make a plan.
3. Write a first draft.
4. Check and fix the draft.
5. Write a final version.

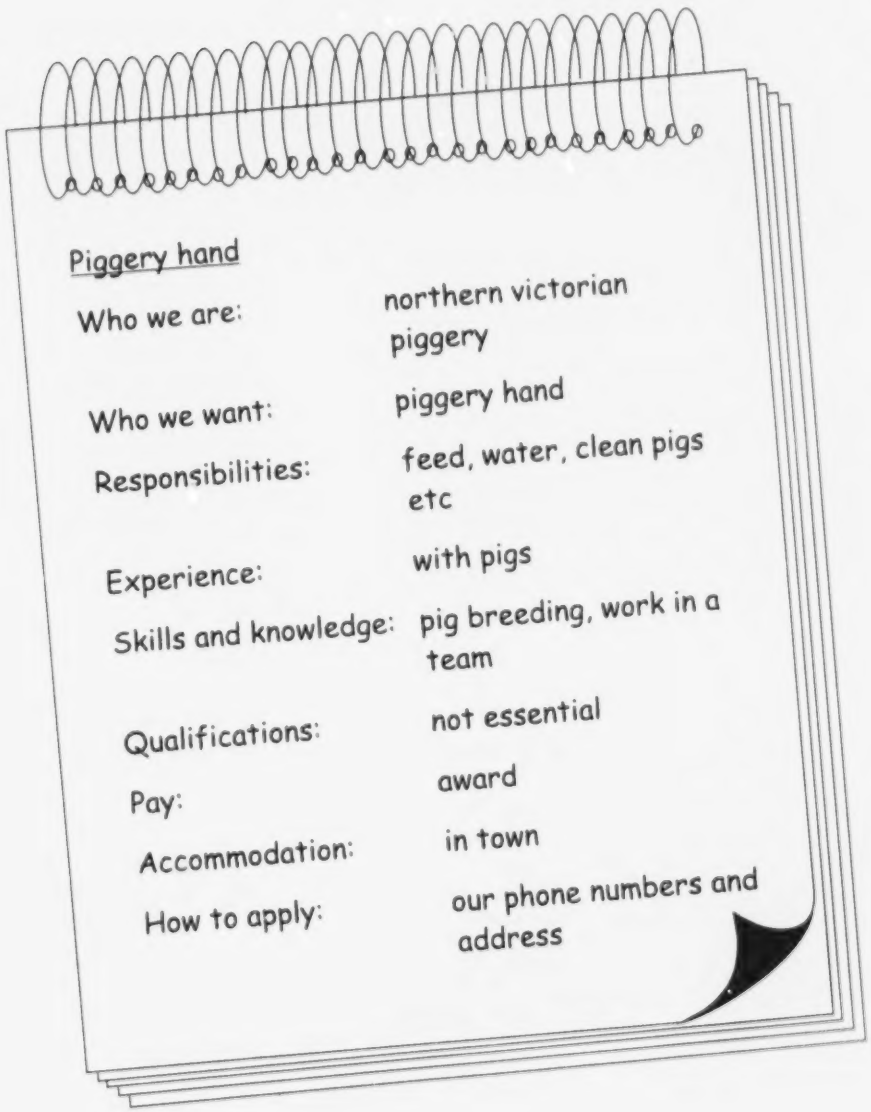
Think and talk about what to write

Bruce and Ken discuss what they want from the new employee.

They have to feed, water and clean the pigs from day-to-day.
They must have worked with pigs before and know about breeding.
They will need to work with other people.
A qualification would be nice, but it's not essential.
We'll pay award wages..
They can ring us for a job description.
Then apply in writing.
We need to see references.
There's plenty of accommodation in town.

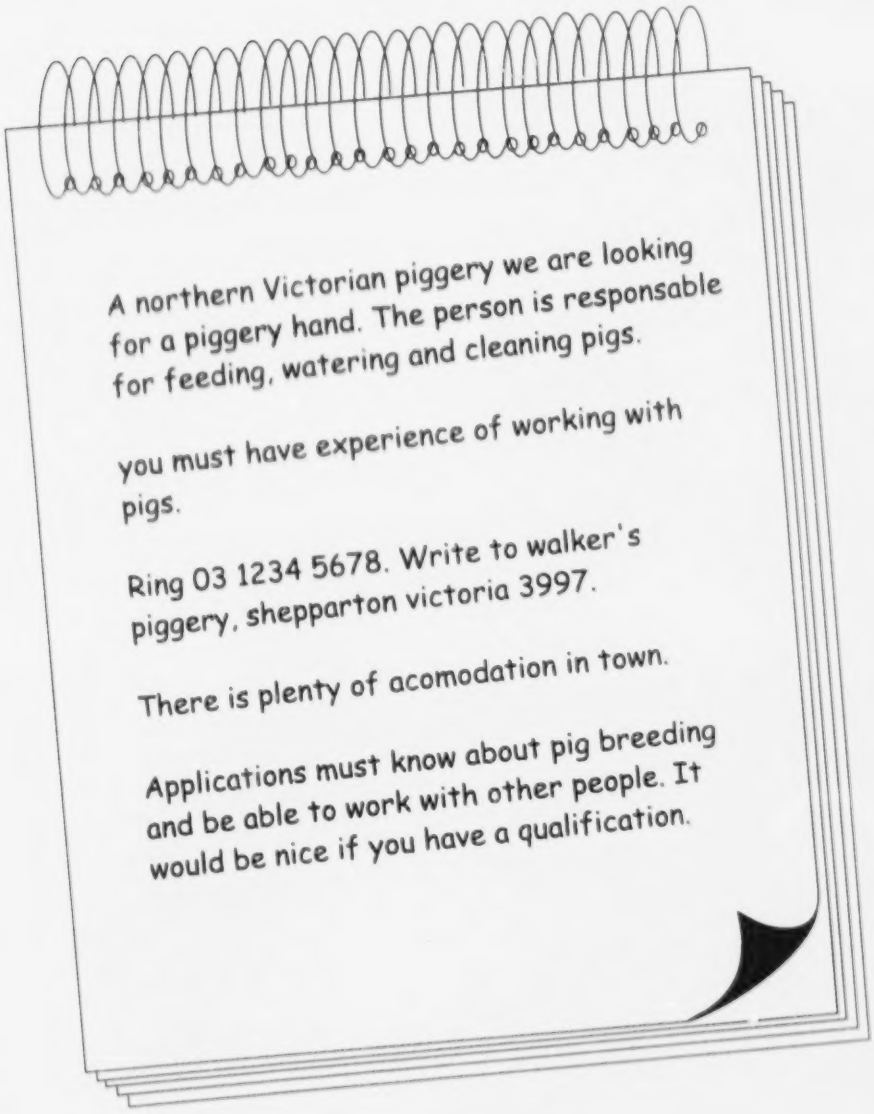
Make a plan

To help them make a plan, Ken and Bruce look at some typical job ads from the newspaper. This gives them the idea of the order to put things in.


Piggery hand
Who we are: northern victorian piggery
Who we want: piggery hand
Responsibilities: feed, water, clean pigs etc
Experience: with pigs
Skills and knowledge: pig breeding, work in a team
Qualifications: not essential
Pay: award
Accommodation: in town
How to apply: our phone numbers and address

Write a first draft

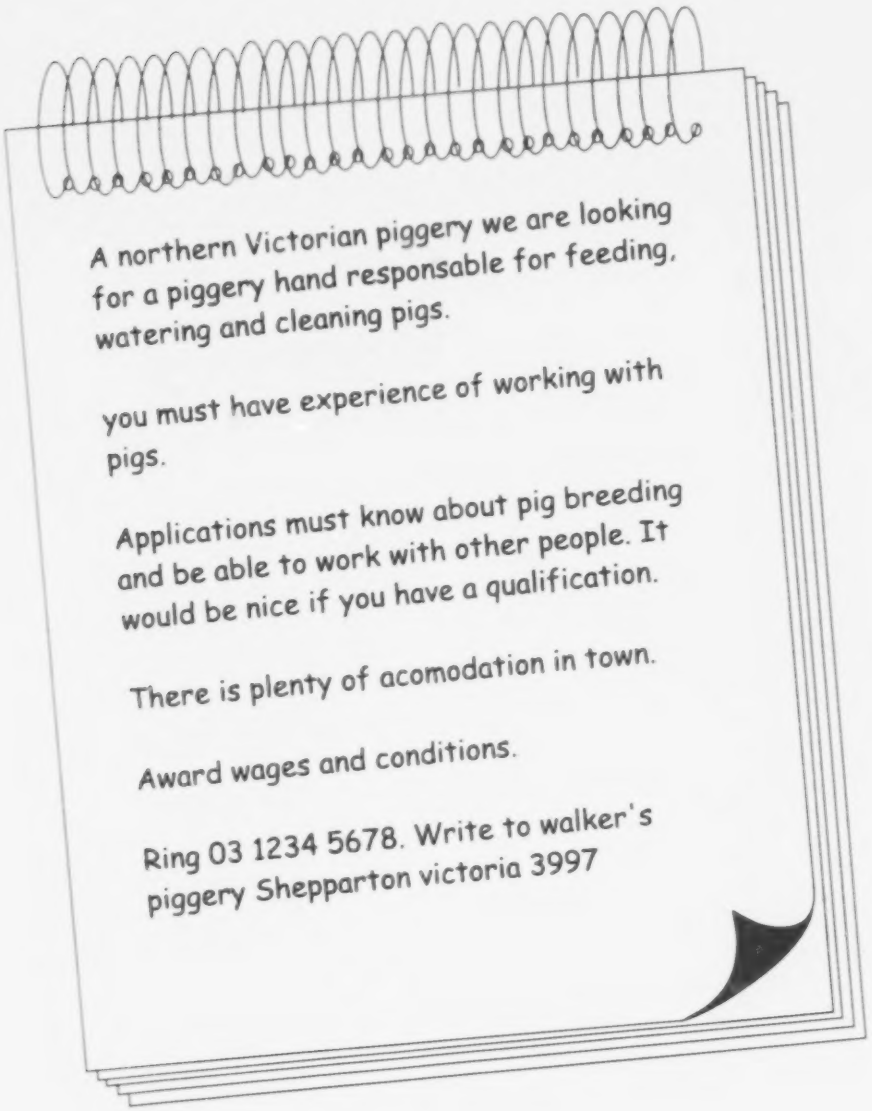
Ken and Bruce now use their plan to write the first draft of an advertisement. They try to get all the information down in the right order.


A northern Victorian piggery we are looking for a piggery hand. The person is responsable for feeding, watering and cleaning pigs.
you must have experience of working with pigs.
Ring 03 1234 5678. Write to walker's piggery, shepparton victoria 3997.
There is plenty of acomodation in town.
Applications must know about pig breeding and be able to work with other people. It would be nice if you have a qualification.

Check and fix the draft

Is the information in the right order? Have they forgotten anything?

The second draft looks like this.


A northern Victorian piggery we are looking for a piggery hand responsable for feeding, watering and cleaning pigs.
you must have experience of working with pigs.
Applications must know about pig breeding and be able to work with other people. It would be nice if you have a qualification.
There is plenty of acomodation in town.
Award wages and conditions.
Ring 03 1234 5678. Write to walker's piggery Shepparton victoria 3997

Activity 4

The draft needs some more changes made. Sometimes they have used the wrong words, or too many words. How could these sentences be improved? Write a better sentence under each one.

1. A northern victoria piggery we are looking for a piggery hand.

2. Applications must know about pig breeding.

3. It would be nice if you have a qualification.

Here is the revised draft.

A northern victorian piggery is looking for a piggery hand responsable for feeding, watering and cleaning pigs.

you must have experience of working with pigs.

Applicants must know about pig breeding and be able to work with other people. A qualification is desirable but not essential.

There is plenty of acomodation in town.

Award wages and conditions.

Ring 03 1234 5678. Write to walker's piggery Shepparton victoria 3997

Spelling

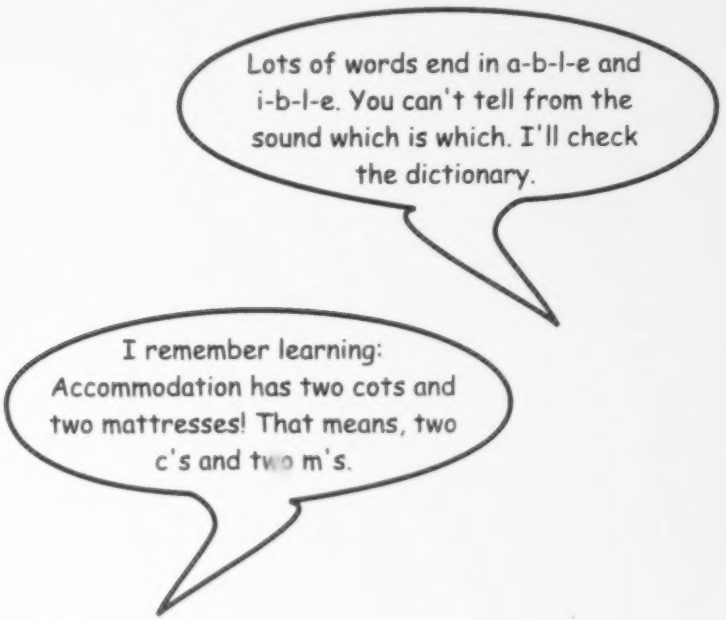
Now Ken and Bruce fix up the spelling.

Ken and Bruce have two spellings in their advertisement that they are not sure of:

responsable

acomodation

This is how they work out the right spellings:


Lots of words end in a-b-l-e and i-b-l-e. You can't tell from the sound which is which. I'll check the dictionary.
I remember learning: Accommodation has two cots and two mattresses! That means, two c's and two m's.

So the correct spellings are responsible and accommodation.

Capital letters

Finally, Ken and Bruce have to fix up the punctuation. This includes putting in capital letters. The first word in a sentence after a full stop needs a capital letter, and all names of places and people need to start with a capital letter.

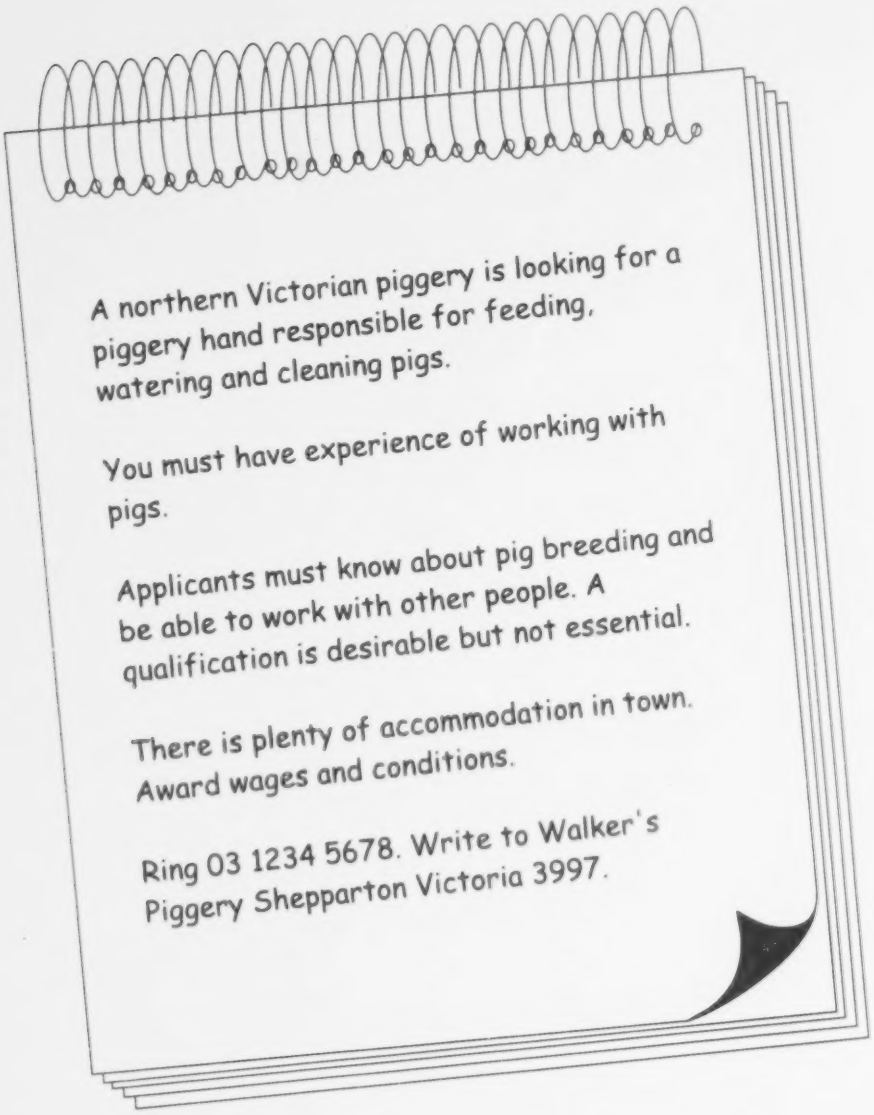
Activity 5

Which of these words need a capital letter? If the word needs a capital letter, change it.

1. victoria
2. pig
3. qualification
4. walker's piggery
5. shepparton
6. you must have experience of working with pigs.

Write a final version

Now here is the final version of the job advertisement.



A northern Victorian piggery is looking for a piggery hand responsible for feeding, watering and cleaning pigs.

You must have experience of working with pigs.

Applicants must know about pig breeding and be able to work with other people. A qualification is desirable but not essential.

There is plenty of accommodation in town. Award wages and conditions.

Ring 03 1234 5678. Write to Walker's Piggery Shepparton Victoria 3997.

Improving your spelling

Most people have problems with spelling. Even experienced writers use a dictionary. You need to have a good dictionary, and to make your own lists of the words you often use.

Some people let problems with spelling put them off writing. This is a pity, because if you don't write, your spelling won't improve.

Here are some tips about spelling.

Writing skills: spelling

DO write as often as you can

DO use the words you need even if you're not sure of the spelling

DO try to find your own errors

DO make a correct copy of the words you need

DO practise using them regularly

DON'T learn words you'll never use

DON'T rely on the sound of the word

You can't learn to spell overnight. You will probably need the help of a mentor to develop this skill. It takes practice and there is no magic method. But there are a number of ways of improving your spelling. Here are a few ideas.

Look-Say-Cover-Write-Check

Writing skills: spelling

When you want to learn the spelling of a new word, try this:

1. Look at the whole word.
2. Say the word aloud.
3. Cover the word.
4. Try writing the whole word without looking.
5. Check what you have written. If there is a mistake, try again.

Look for letter patterns

Experience and reading will help you learn which letters often go together. For example, many words end in *-ation*:

- accommodation
- application
- qualification.

Some letter combinations never occur in English. For example, words never end in *j*. To make the sound of a *j* at the end of a word, you have to write *-ge* or *-dge*: for example, bridge.

Remember groups of words which have the same root

Words have families, for example: farm, farmer, farming, farmhand. The basic word which all the others come from is called the root word, in this case, farm.

farmhand **farm**er

farm

farming

Here is another group:

application **appli**cant

apply

applicable

Can you think of any others?

Learn some prefixes and suffixes

A prefix is a group of letters that is added to the start of a word to change its meaning. For example, *re-* means "again" in rebuild, redo, refund.

Here are some common prefixes:

pre- means before, for example pre-harvest means before harvest.

post- means after, for example post-spraying means after spraying.

super- means extra or above, for example superphosphate contains extra phosphorous.

ultra- means very, for example ultra-light means very light, as in ultra-light aircraft.

un- means not, for example unsheltered.

Can you think of any other words which use these prefixes? What about other prefixes?

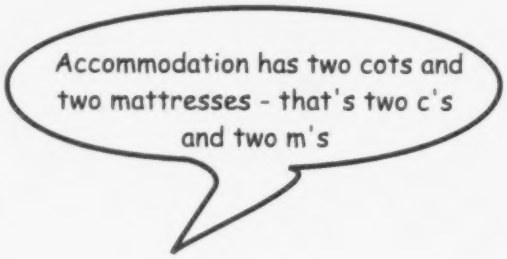
A suffix is a group of letters added to the end of a word to change what kind of word it is. For example, the word "harvest" means an event or a time of year. Add the suffix *er* and you have the machine that does the job. *er* is a suffix that you can add to lots of words to make a person or a thing that does a job:

- seeder
- painter
- builder
- farmer
- picker.

If you learn some of the most common prefixes and suffixes it will help you with spelling many words. Ask your mentor to help you, or check in a good dictionary

Use personal memory aids

Memory aids can help you fix a difficult spelling in your mind. If you make up your own, they will stick.



Break words into parts

Breaking words into parts can help. For example, think of the word "pasture".

The first half of the word is *past* which is similar to other words:

- last
- fast
- cast.

The second half of the word is *ure* which comes at the end of lots of words:

- future
- picture
- furniture.

77

Silent letters

Silent letters are written but not spoken. They can cause problems, but if you learn the most common silent letters you will not be so confused. Here are some common silent letters:

The letters *gh* are silent in words like light, eight, might; but often at the end of a word it is pronounced like *f*: enough

Another silent letter is the *g* before *n* in words like: sign, design, resign.

Can you think of any other silent letters?

If you want more tips about spelling, you can try a good spelling book. Here are two suggestions:

Spelling Well: How to Improve Your Spelling by Bronwen Hickman (published by the Council of Adult Education in Melbourne).

Improve Your Spelling by Suzanne McConnell (published by Penguin Books).

The best way is to keep writing, use the words you need, learn to check your own spellings, and gradually your spelling will improve.

Practise writing

If you are thinking of employing new staff, try writing a job ad. (Remember it is helpful to write a job description and a person specification first.) Use Ken and Bruce's completed ad as a model.

ease forward resumes to the
above Personnel Officer.

PIGGERY HAND WANTED

A northern Victorian piggery is looking for a piggery hand responsible for feeding, watering and cleaning pigs.

You must have experience of working with pigs.

Applicants must know about pig breeding and be able to work with other people. A qualification is desirable but not essential.

There is plenty of accommodation in town.

Award wages and conditions.

Ring 03 1234 5678.
Write to Walker's Piggery Shepparton
Victoria 3997

PLASTER needed for full time work. Must be registered
able to work without

Personal history forms

Whatever the position being filled, it is important to ask applicants to complete a personal history and experience form. The answers will be very useful in deciding whether to employ someone.

Example: personal history forms

Here is an example of a basic personal history and experience form. You would ask applicants for casual or part-time work to complete a form like this. You could develop a form of your own based on this one.

Name: .....

Date of birth: .....

Present address: .....

Phone number: .....

Health: .....

Education: .....

.....

.....

.....

Skills: .....

Previous employers: .....

.....

Why do you want this job? .....

.....

References: .....

.....

.....

.....

Activity 6

Two applicants came to Kath's farm looking for work as farmhands. On the basis of the application forms, which of the two applicants looks a better option?

Wayne Jenkins Personal History

Name: Wayne Jenkins

Date of birth: 12/2/81

Present address: 24 Colts Lane, Bennwick

Phone number: 1393 123445

Health: All right

Education: Year 10

Skills: Don't know

Previous employers: No

Why do you want this job? Mum said I have to stay at school if I don't get a job.

References: Mrs Edith Jenkins

Sarah Tan Personal History

Name: Sarah Tan

Date of birth: 14/3/81

Present address: 27 Holdsworth Rd, Tamura 3999

Phone number: 03 99 2345 6789

Health: Very good

Education: Year 10, Tamura Secondary College.
Subjects: Maths, English, Business Studies, Horticulture, Physical Education

Skills: Horticulture, Animal handling

Previous employers: Tamura Garden Supplies (holiday job);
Tamura Safeway (part-time)

Why do you want this job? I am interested in a career in agriculture and I am looking for a start.

References: Trisha Spyrou, Principal, Tamura Secondary College, 03 5876 5432
Flora Green, Manager, Tamura Garden Supplies, 03 5812 3456

Who would you employ? Why?

Negotiations

Negotiating is when two parties talk together to reach an agreement to suit them both.

When you are employing someone or going for a job, you may need to negotiate during an interview. While your work conditions may be set, some things may be negotiated. These may include:

- pay
- hours
- leave
- starting dates.

Miriam had advertised for a dairy worker. She was prepared to pay above award wages for an experienced worker or if the worker was prepared to take on some record keeping duties. There was also the possibility of negotiating the rent of a house on the property.

I've had 10 years' experience as a farmhand. Does that entitle me to above award wages?
I'm willing to pay up to $50 a week for the house.

Activity 7

1. Is there anything about your work conditions or those of your employees that you negotiated?

2. When did you negotiate them?

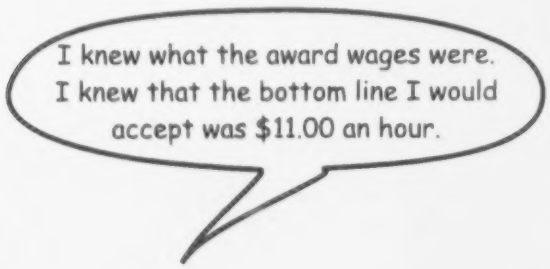
3. Were you happy with the result of the negotiations? Why or why not?

Planning to negotiate

Good negotiators plan before they go into bargain. They decide:

- what they will ask for
- what they are prepared to take.

They also think about what the other party may offer them. Be prepared to listen to the other party. But don't agree to something below your bottom line.



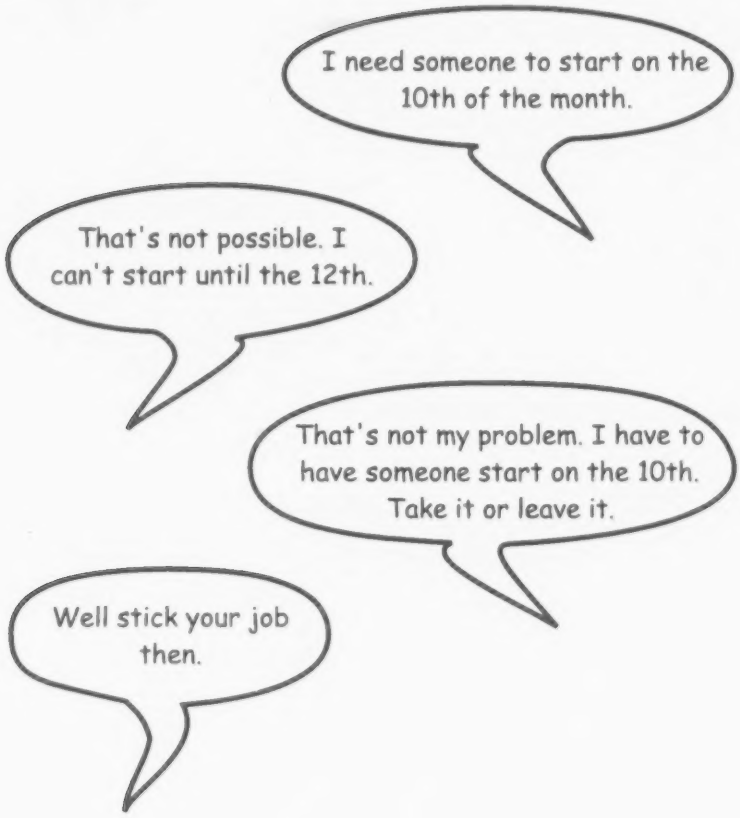
Activity 8

Look at the following negotiations that took place between Jo, the employer and Van, the job applicant.

Negotiation A

I need someone to start on the 10th of the month.
That's not possible. I can't start until the 12th.
That's not my problem. I have to have someone start on the 10th. Take it or leave it.
Well stick your job then.

Negotiation B


I need someone to start on the 10th of the month.
That's not possible. I can't start until the 12th.
That's not my problem. I have to have someone start on the 10th. Take it or leave it.
Well stick your job then.

Which is the more successful negotiation?

Why did the people in the second example reach an agreement?

Successful negotiations

Those involved in Negotiation A above:

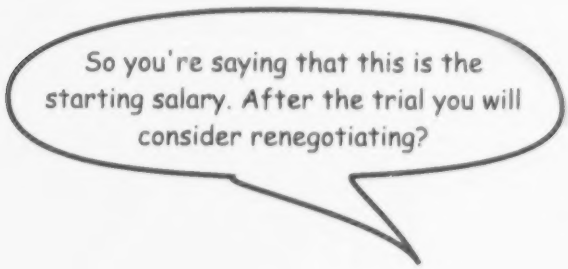
- were not willing to listen to each other
- did not leave room to negotiate.

If you refuse to shift from your view and look at the other person's view, negotiations cannot take place. Jo could have asked why Van could not start. This would have given Van the chance to explain.

Negotiations involve listening as much as talking. Listening closely to what the person says lets you know if and how they are prepared to negotiate.

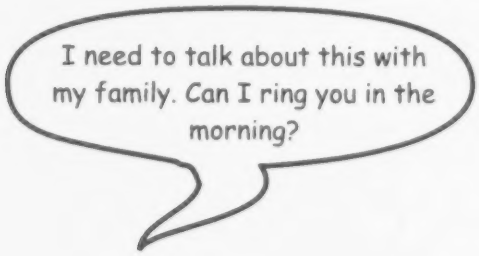
The starting salary is $10.50 an hour.
Does that mean you are prepared to pay an experienced dairy hand more?
The hours are between 7.00 a.m. and 5.00 p.m. But we'll need you longer during calving.
Are there overtime rates for the extra hours?

Before agreeing to an offer, check that you have understood the terms. Summarise what you think has been offered and ask if you have understood correctly.



Think about it

Don't reject an offer straight away. You can ask for time to consider it.



Negotiate your way

Negotiation is an important part of life. Every day we negotiate with family, friends and others. You might negotiate:

- the terms of a loan
- to borrow equipment
- to agist some stock.

The steps are the same no matter what you negotiate.

They are:

- plan what you will ask for and know what you will accept
- state what you want and listen to the others' terms
- think about the offer
- accept or reject it or try to negotiate some more.

Activity 9

Think about the last time you had to negotiate.

1. What was negotiated?

2. Who were you negotiating with?

3. What was the result of the negotiations?

4. Could you have got a better result?

Tax

Employers need to understand how to tax their employees properly. This ensures that the employees pay their share of the cost of community services, and that the employer doesn't have problems with the Australian Tax Office.

tax

ATO	*Australian Tax Office*
obligations	*things you must do by law*
Tax File Number	*a number given to every taxpayer by the Tax Office*
instalments	*regular payments*
resident	*person who is allowed to live in Australia*
deduct	*take out*
exempt	*do not have to do something*
group certificate	*a statement of the total wages and tax for an employee in the tax year*
threshold	*money you can earn before you start to pay tax. In 1997 this was $5400*
penalised	*punished*

Marco and Nadia are going to employ some seasonal pickers on their fruit farm. They have some questions about tax.

How much do we tax the pickers?
What papers do the pickers need?
What if the workers are not Australian residents?
Where can the pickers get Tax File Numbers?
How long can they work for us?
Where do we pay the tax?
Where can we find all the information and papers we need?
What happens if we don't do the tax properly?

Activity 10

1. This article explains the basic rules about taxing seasonal workers. Read it and answer Marco and Nadia's questions. Highlight the parts of the text where you find the answers.

Page 3

PAYEing pickers: a taxing job

When the crop is ripe for picking it's got to be done immediately. But farming is a business and it is important to get the tax right.

The Australian Tax Office (ATO) has been taking an interest in the horticulture industry. The ATO has been visiting fruit and vegetable growers to make sure they understand their tax obligations.

The Pay As You Earn (PAYE) tax rules require employers to deduct tax instalments from employees' pay packets and pay them to the ATO. An employee can be part-time, seasonal or casual, and may be paid on an hourly or piecework basis.

The ATO has a special tax rate of 15% for seasonal workers who are Australian residents. To receive this special rate, the worker:

- must be employed in the production or cultivation of a horticultural crop
- must work on the grower's property
- must not work for the same grower for more than six months non-stop
- must complete an Employment Declaration form with a Tax File Number (TFN).

If an employee does not provide a Tax File Number, they must be taxed at 48.7% (including the Medicare levy). If they are non-residents of Australia, they pay 29% if they provide a Tax File Number and 47% if they do not.

When your employee has provided an Employment Declaration Form, the boss signs it and sends it to the local Tax Office within 28 days. The employer has a duty to keep the information on the form private, especially the Tax File Number.

If employees do not have a Tax File Number, they can apply for one at the Australian Taxation Office. If employees do not provide the boss with a Tax File Number, the boss should deduct tax at the higher rate mentioned before.

Some people are exempt from providing a Tax File Number: children under 16, and people who receive a Social Security or Veterans Affairs pension. However, people receiving Job Search and New Start allowances are not exempt.

Anyone paying wages must register as a Group Employer. The employer then receives an Employers Payment Book and Guide which contains payment forms and information about payment dates and group certificates. You can make payments at all Post Offices or to the Tax Office, by mail or in person.

Employers must keep correct business records. Records must include the worker's name, payment details, a copy of the completed Employment Declaration Form, and cheque butts and/or cash books.

Employers who do not meet the tax requirements can be penalised, but the Tax Office wants to avoid that by making sure everyone is properly informed.

From Victorian Farmer magazine March 1997

Reproduced with permission from Victorian Farmers Federation

2. The following people turn up at Marco and Nadia's farm asking for work. What should Marco and Nadia tell them to do about forms, and how much tax will each person pay?

   - Long Nguyen is an Australian and he has a Tax File Number.
   - Susie and Tracey are backpackers from England. They are not residents, but they do have Tax File Numbers.
   - Jurgen is a German student. He is a non-resident and he doesn't have a Tax File Number.

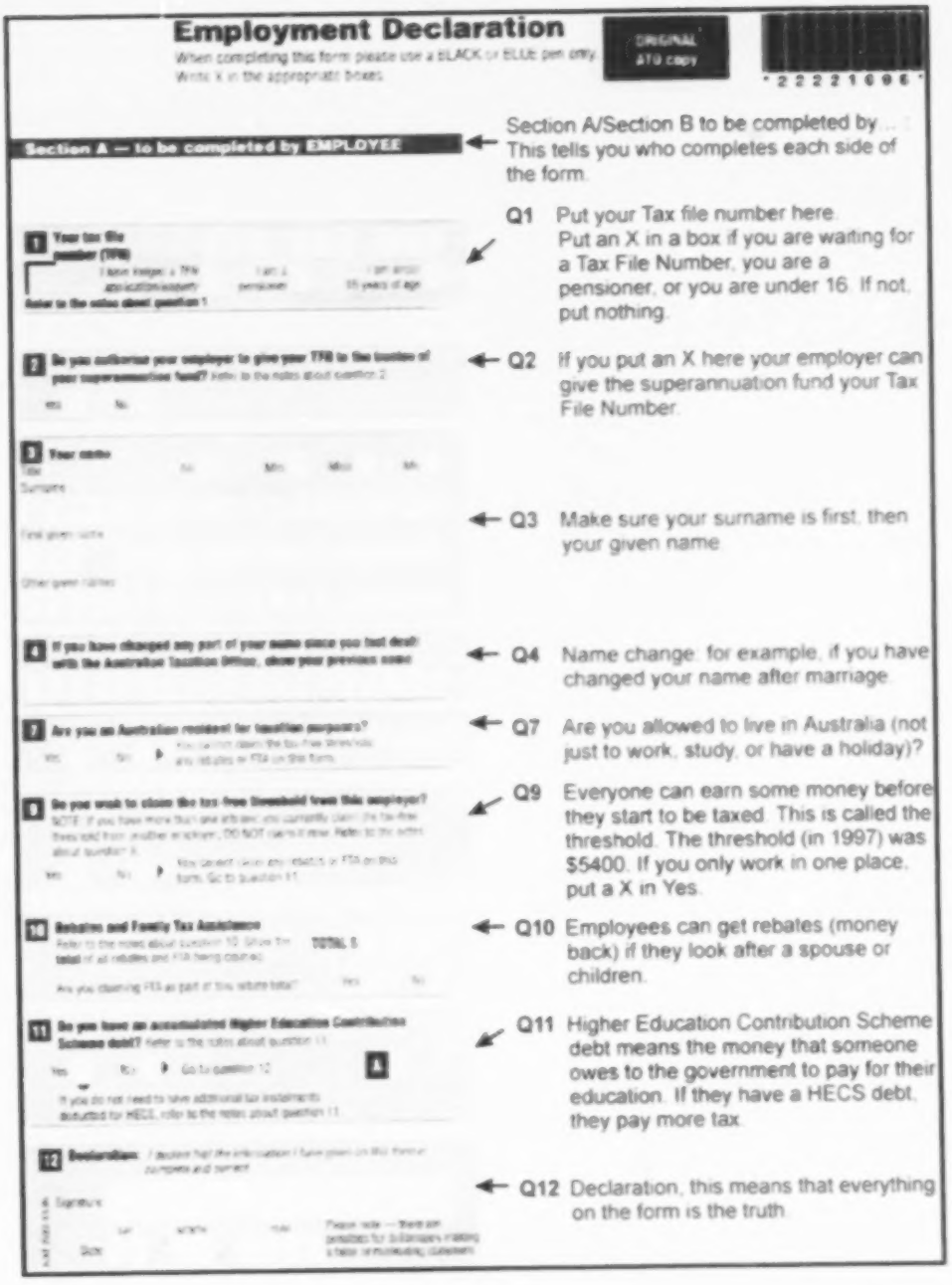
If you have any questions or problems about tax, you should contact the Austrlaian Taxation Office your state farmers' federation or an accountant for advice.

Employment Declaration forms

As you have read in the article, employers have to make sure they provide correct information to the Tax Office about their employees. One form which employers must provide is the Employment Declaration form. It is important to get this right. You might have to help employees fill it in correctly.

Here is a blank Employment Declaration form, with the meaning of each question explained.

The instructions are at the top: This tells you how to fill the form in.



Employment Declaration

When completing this form please use a BLACK or BLUE pen only.
Write X in the appropriate boxes.

ORIGINAL
ATO copy

* 2 2 2 2 1 6 9 6 *

Section A — to be completed by EMPLOYEE

← Section A/Section B to be completed by ... This tells you who completes each side of the form.

1 Your tax file number (TFN)

I have made a TFN application/enquiry | I am a pensioner | I am under 16 years of age

Refer to the notes about question 1

← **Q1** Put your Tax file number here. Put an X in a box if you are waiting for a Tax File Number, you are a pensioner, or you are under 16. If not, put nothing.

2 Do you authorise your employer to give your TFN to the trustee of your superannuation fund? Refer to the notes about question 2

Yes | No

← **Q2** If you put an X here your employer can give the superannuation fund your Tax File Number.

3 Your name

Mr | Mrs | Miss | Ms

Surname

First given name

Other given names

← **Q3** Make sure your surname is first, then your given name.

4 If you have changed any part of your name since you last dealt with the Australian Taxation Office, show your previous name

← **Q4** Name change: for example, if you have changed your name after marriage.

7 Are you an Australian resident for taxation purposes?

Yes | No ▶ You cannot claim the tax-free threshold, any rebates or FTA on this form.

← **Q7** Are you allowed to live in Australia (not just to work, study, or have a holiday)?

9 Do you wish to claim the tax-free threshold from this employer?

NOTE: If you have more than one employer you cannot claim the tax-free threshold from another employer. DO NOT claim it here. Refer to the notes about question 9.

Yes | No ▶ You cannot claim any rebates or FTA on this form. Go to question 11.

← **Q9** Everyone can earn some money before they start to be taxed. This is called the threshold. The threshold (in 1997) was $5400. If you only work in one place, put a X in Yes.

10 Rebates and Family Tax Assistance

Refer to the notes about question 10. Show the total of all rebates and FTA being claimed. TOTAL $

Are you claiming FTA as part of this rebate total? Yes | No

← **Q10** Employees can get rebates (money back) if they look after a spouse or children.

11 Do you have an accumulated Higher Education Contribution Scheme debt? Refer to the notes about question 11.

Yes | No ▶ Go to question 12 **A**

or

If you do not need to have additional tax instalments deducted for HECS, refer to the notes about question 11.

← **Q11** Higher Education Contribution Scheme debt means the money that someone owes to the government to pay for their education. If they have a HECS debt, they pay more tax.

12 Declaration: I declare that the information I have given on this form is complete and correct.

Signature

Date | Please note — there are penalties for employers making a false or misleading statement.

← **Q12** Declaration, this means that everything on the form is the truth.

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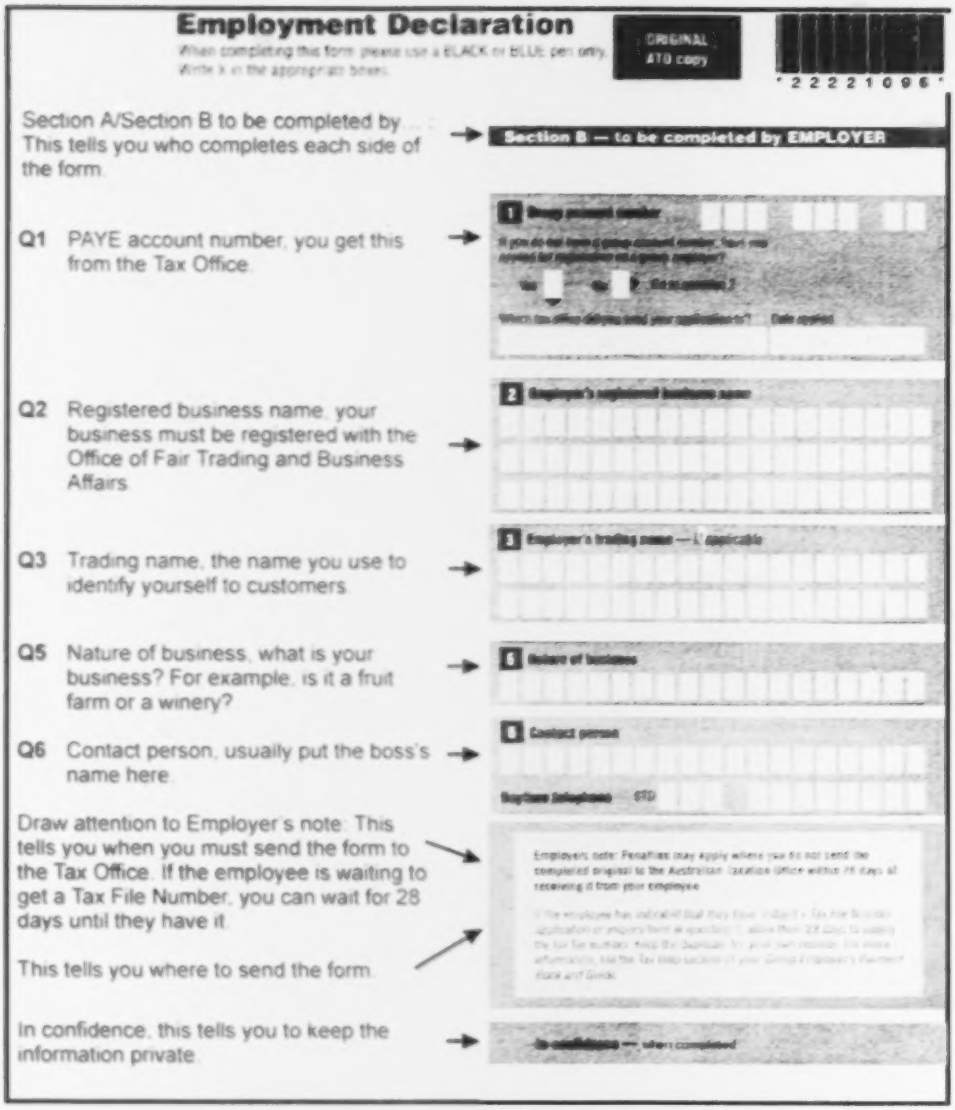
Employment Declaration
When completing this form please use a BLACK or BLUE pen only.
Write X in the appropriate boxes.
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ATO copy
22221096
Section A/Section B to be completed by ... This tells you who completes each side of the form.
Section B — to be completed by EMPLOYER
Q1 PAYE account number, you get this from the Tax Office.
Q2 Registered business name, your business must be registered with the Office of Fair Trading and Business Affairs.
Q3 Trading name, the name you use to identify yourself to customers.
Q5 Nature of business, what is your business? For example, is it a fruit farm or a winery?
Q6 Contact person, usually put the boss's name here.
Draw attention to Employer's note. This tells you when you must send the form to the Tax Office. If the employee is waiting to get a Tax File Number, you can wait for 28 days until they have it.
This tells you where to send the form.
In confidence, this tells you to keep the information private.

Figure 1: Employment Declaration form

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Now look at this completed Employment Declaration form.

Employment Declaration

When completing this form please use a BLACK or BLUE pen only.
Write X in the appropriate boxes.

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Section A—to be completed by EMPLOYEE

1 Your tax file number (TFN): 123 456 789
I have lodged a TFN application or enquiry form: X
I am a pensioner:
I am under 16 years of age:
Refer to the notes about question 1

2 Do you authorise your employer to give your TFN to the trustee of your superannuation fund? Refer to the notes about question 2.
Yes: X No:

3 Your name: Title: Mr: X Mrs: Miss: Ms:
Surname: ROBERTSON
First given name: GEOFFREY
Other given names: IAN

4 If you have changed any part of your name since you last dealt with the Australian Taxation Office, show your previous name:

5 Your date of birth: Day 21 Month 11 Year 1975

6 Your home address in Australia
LANRODDOCK
RMB
Suburb or town: VIA WHITTLESTOP
State: VIC Postcode: 3372

7 Are you an Australian resident for taxation purposes?
Yes: X No: ▶ You cannot claim the tax-free threshold, any rebates or FTA on this form.

8 Basis of employment:
Full-time: Part-time: Casual: X

9 Do you wish to claim the tax-free threshold from this employer?
NOTE: If you have more than one job and you currently claim the tax-free threshold from another employer, DO NOT claim it here. Refer to the notes about question 9.
Yes: X No: ▶ You cannot claim any rebates or FTA on this form. Go to question 11.

10 Rebates and Family Tax Assistance
Refer to the notes about question 10. Show the total of all rebates and FTA being claimed. TOTAL $
Are you claiming FTA as part of this rebate total? Yes: No:

11 Do you have an accumulated Higher Education Contribution Scheme debt? Refer to the notes about question 11.
Yes: No: X ▶ Go to question 12. A
If you do not want to have additional tax (instalments) deducted for HECS, refer to the notes about question 11.

12 Declaration: I declare that my information I have given on this form is complete and correct.
Signature: R.J. Robertson
Date: Day 06 Month 02 Year 1998
Please note—there are penalties for deliberately making a false or misleading statement.

Section B—to be completed by EMPLOYER

1 9 8 7 6 5 4 3 2
X
MELBOURNE 03 03 97

2 Employer's business name: ALBRUSCO LIMITED

3 Employer's trading name—if applicable: ALBRUSCO'S APPLES

4 Employer's postal address: RMB 729
ORCHARD WAY
ENTALSTON
State: VIC Postcode: 3739

5 Nature of business: APPLE PRODUCER

6 Contact person: LEN ALBRUSCO
Daytime telephone no: 03 53721438

7 Signature of employer: *Len Albrusco*
Date: Day 10 Month 02 Year 1998

Employers note: Penalties may apply where you do not send the completed original to the Australian Taxation Office within 28 days of receiving it from your employee.

If the employee has indicated that they have lodged a Tax File Number application or enquiry form at question 1, allow them 28 days to supply the tax file number. Keep the duplicate for your own records. For more information, see the Tax help section of your latest Employer's Payment Book and Guide.

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Activity 11

Here is a blank Employment Declaration form.

Example: Employment Declaration form

Employment Declaration

When completing this form please use a BLACK or BLUE pen only
Write X in the appropriate boxes

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ATO copy

* 2 2 2 2 0 1 9 7 *

Section A—to be completed by EMPLOYEE

1 Your tax file number (TFN)
I have lodged a TFN application or enquiry form — I am a pensioner — I am under 16 years of age
Refer to the notes about question 1

2 Do you authorise your employer to give your TFN to the trustee of your superannuation fund? Refer to the notes about question 2
Yes No

3 Your name Title: Mr Mrs Miss Ms
Surname
First given name
Other given names

4 If you have changed any part of your name since you last dealt with the Australian Taxation Office, show your previous name

5 Your date of birth DAY MONTH YEAR

6 Your home address in Australia
Suburb or town
State Postcode

7 Are you an Australian resident for taxation purposes
Yes No ▶ You cannot claim the tax-free threshold. Any rebates or FTA on this form.

8 Basis of employment
Full time Part time Casual

9 Do you wish to claim the tax-free threshold from this employer?
NOTE: If you have more than one job and you currently claim the tax-free threshold from another employer, DO NOT claim it now. Refer to the notes about question 9.
Yes No ▶ You cannot claim any rebates or FTA on this form. Go to question 11

10 Rebates and Family Tax Assistance
Refer to the notes about question 10. Show the total of all rebates and FTA being claimed. TOTAL $
Are you claiming FTA as part of this rebate total? Yes No

11 Do you have an accumulated Higher Education Contribution Scheme debt? Refer to the notes about question 11
Yes No ▶ Go to question 12 A
If you do not want to have additional tax withheld, deducted for HECS, refer to the notes about question 11.

12 Declaration: I declare that the information I have given on this form is complete and correct.
Signature
Date DAY MONTH YEAR
Please note—there are penalties for deliberately making a false or misleading statement.

Section B—to be completed by EMPLOYER

1 [illegible]
Yes No ▶ Go to question 2
Date commenced / /

2 Employer's registered business name

3 Employer's trading name—if applicable

4 Employer's postal address
Suburb or town
State Postcode

5 Nature of business

6 Contact person
Daytime telephone STD

7 Signature of employer
Date DAY MONTH YEAR

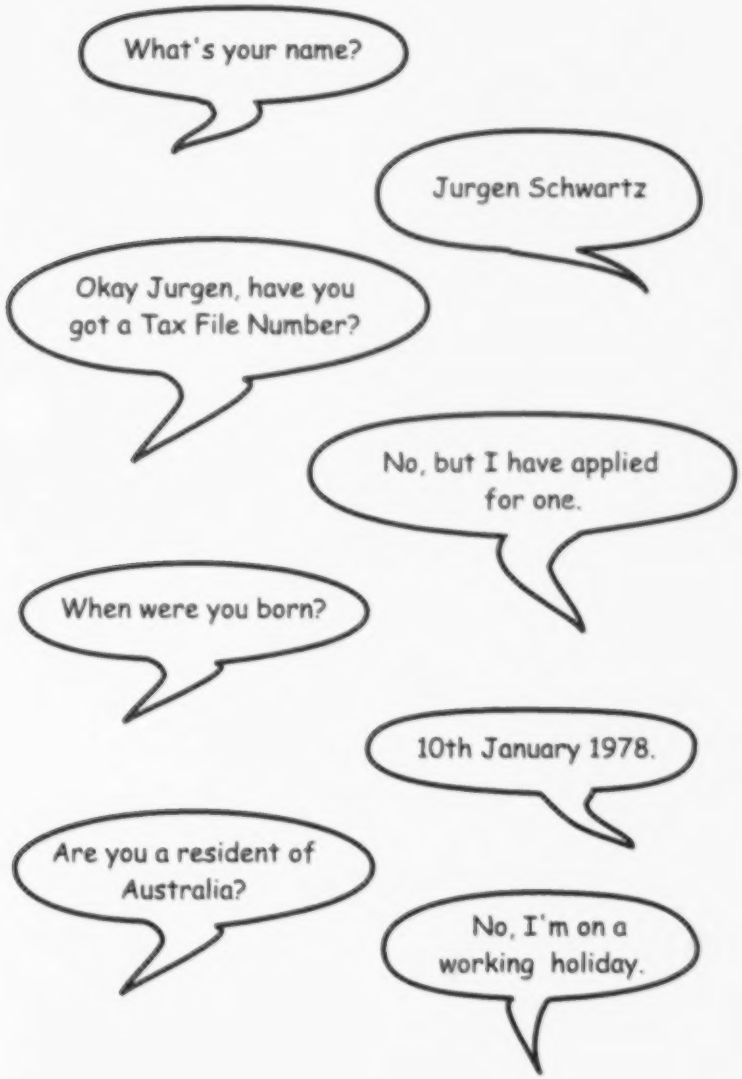
Employers note: Penalties may apply where you do not send the completed original to the Australian Taxation Office within 28 days of receiving it from your employee.

If the employee has indicated that they have lodged a Tax File Number application or enquiry form at question 1, allow them 28 days to supply the tax file number. Keep the duplicate for your own records. For more information, see the Tax Help section of your Group Employer's Payment Book and Guide.

Figure 2: Blank Employment Declaration form

100

1. You are employing a foreign student, Jurgen, as a part-time fruit picker. Jurgen wants some help filling in the Employment Declaration form. (If you are not really a fruit farmer, pretend to be a fruit farmer for this activity!) Fill in Jurgen's form. You will need to ask Jurgen questions such as these:


What's your name?
Jurgen Schwartz
Okay Jurgen, have you got a Tax File Number?
No, but I have applied for one.
When were you born?
10th January 1978.
Are you a resident of Australia?
No, I'm on a working holiday.

2. Now complete the employer's side of the form. You can use your real name, address and so on.

Employment surveys

The Australian Bureau of Statistics (ABS) does monthly population surveys. These surveys are done face-to-face and over the telephone.

Researchers do these surveys all over Australia to find out information about:

- housing
- employment
- finance.

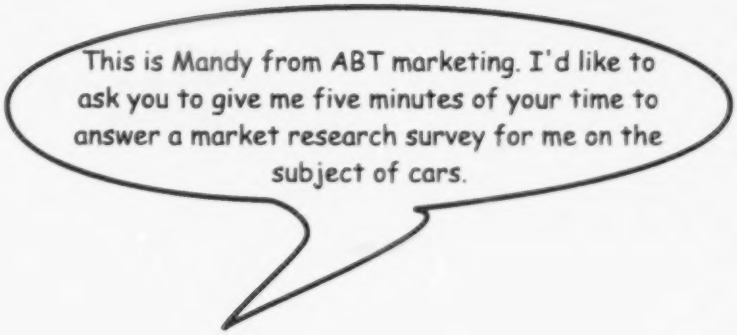
The results of these surveys are used to measure many different things. These include:

- the number of people looking for work
- inflation
- the health of the population
- how Australians spend their money and time.

The ABS is not the only group doing surveys. Market research is done all the time to find out what people want and what they are thinking.

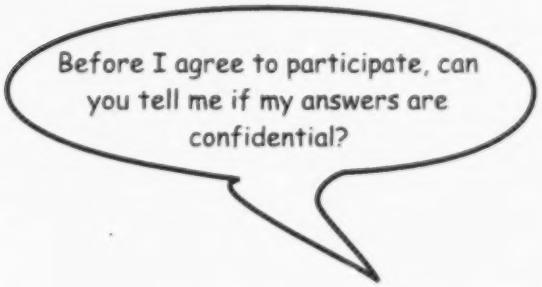
You may have been surveyed to find out:

- what products you buy
- what television or radio programs you watch or listen to
- who you voted for.


This is Mandy from ABT marketing. I'd like to ask you to give me five minutes of your time to answer a market research survey for me on the subject of cars.

If you are approached to take part in a survey, find out what it is for. Check to see:

- who is doing the survey
- what the survey is about
- how long it will take
- that your name will not be given to others to use.



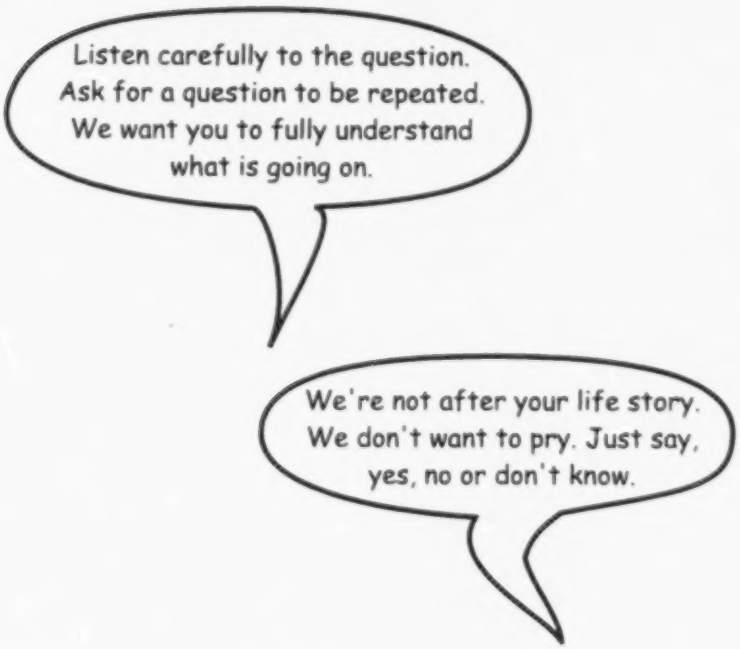
You can always refuse to participate.

If you agree to answer survey questions, try to go somewhere quiet to talk to the interviewer. You need to concentrate and listen to the questions.

Answering the questions

Most surveys are designed for people to give short, simple answers.

Lou Mount, an interviewer with the ABS, gives this advice.


Listen carefully to the question.
Ask for a question to be repeated.
We want you to fully understand
what is going on.
We're not after your life story.
We don't want to pry. Just say,
yes, no or don't know.

Everyone taking part in a survey has to be given the same questions. Interviewers cannot change the wording of the questions. However if you don't understand a question, say so.

Activity 12

Here are some sample questions from an ABS survey. This survey is done monthly. No matter what their employment status, all those interviewed are asked to answer all the questions.

Don't read it yourself. Ask someone to act as interviewer and ask you the questions.

Australian Bureau of Statistics

Interviewer: I would like to ask you about the week starting last Monday.

	Yes	No
1. Last week did you do any work at all in a job, business or farm?	☐	☐
2. Did you have more than one job last week?	☐	☐
3. What kind of work did you do?		
4. Did you work:		
• for an employer for wages or salary?	☐	☐
• in your own business with employees?	☐	☐
• in your own business with no employees?	☐	☐
• without pay in a family business?	☐	☐
• in unpaid voluntary work?	☐	☐
5. What kind of industry, business or service did you work in?		
6. On which days did you work last week?		
7. Did you have any time off from your job on that day?	☐	☐
8. Did you work any paid or unpaid overtime on any day last week?	☐	☐

9. How many hours did you actually work last week?

- ☐ 35 hours or more
- ☐ 1-34 hours
- ☐ less than one hour

Reprinted courtesy of Australian Bureau of Statistics, Commonwealth of Australia, 1998

Model answers

Activity 1

1. Skills, things you can do *abilities*
2. Courses you have done at school and college *qualifications*
3. Work you have done before *experience*
4. What you are like as a person *personal qualities*
5. What you know *knowledge*

Activity 3

	True	False
1. The job involves making plans and budgets.	☑	❑
2. The job involves working with other people.	☑	❑
3. The applicant must have a university degree.	❑	☑
4. The boss and the applicant will discuss rates of pay.	☑	❑
5. Applicants must apply by telephone.	❑	☑

Activity 5

1. Victoria
2. pig
3. qualification
4. Walker's Piggery

5. Shepparton
6. You must have experience of working with pigs.

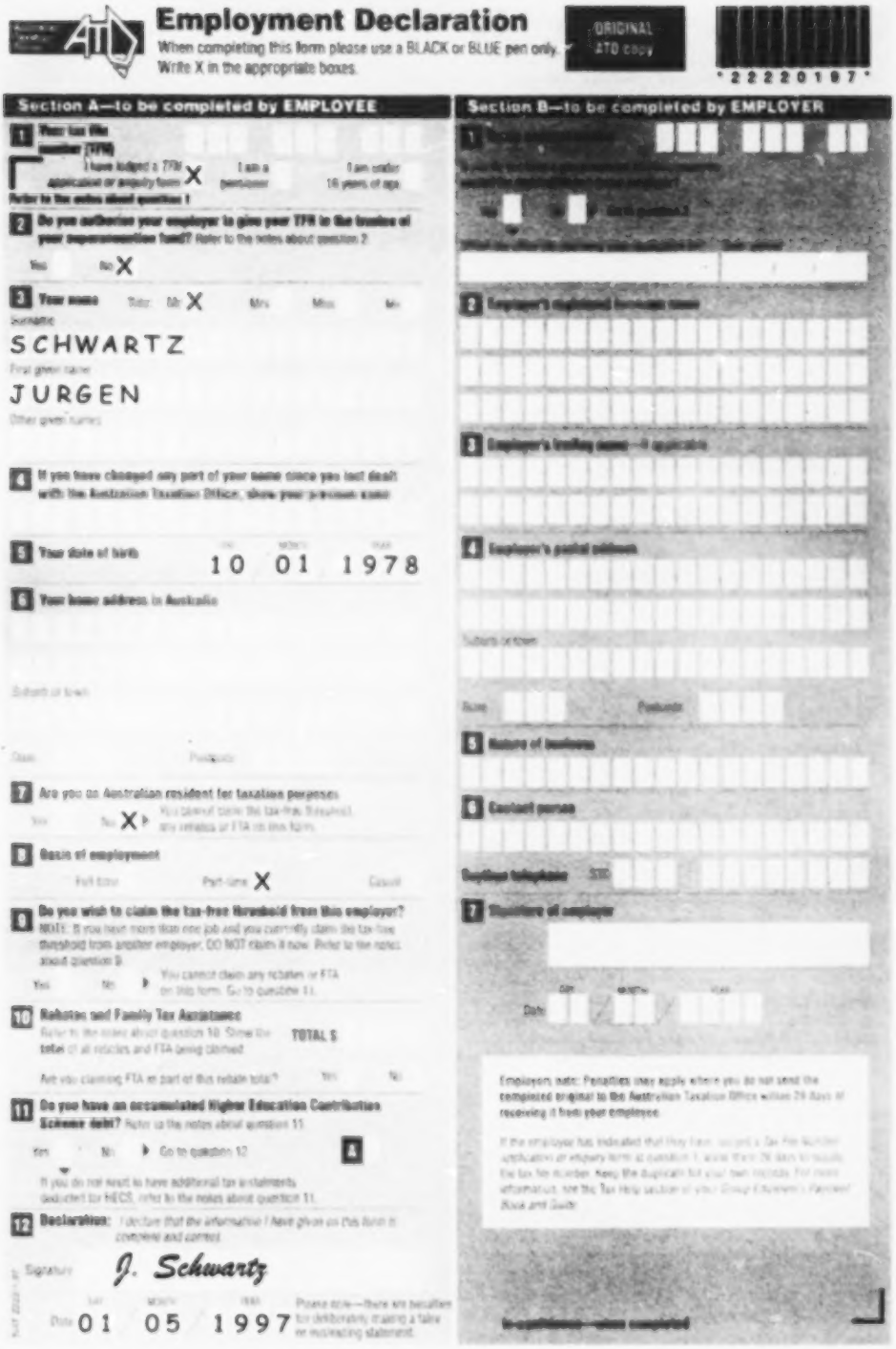
Activity 10

Question 2

Marco and Nadia must tell them that they have to fill out an Employment Declaration form before they can start work.

- Long pays 15%
- Susie and Tracey pay 29%
- Jurgen pays 47%

Activity 11



Employment Declaration

When completing this form please use a BLACK or BLUE pen only. Write X in the appropriate boxes.

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22220197

Section A—to be completed by EMPLOYEE

1 Your tax file number (TFN)
I have lodged a TFN application or enquiry form X | I am a pensioner | I am under 16 years of age

Refer to the notes about question 1

2 Do you authorise your employer to give your TFN to the trustee of your superannuation fund? Refer to the notes about question 2
Yes | No X

3 Your name Title: Mr X | Mrs | Miss | Ms
Surname
SCHWARTZ
First given name
JURGEN
Other given names

4 If you have changed any part of your name since you last dealt with the Australian Taxation Office, show your previous name

5 Your date of birth DD MONTH YEAR 10 01 1978

6 Your home address in Australia
Suburb or town
State | Postcode

7 Are you an Australian resident for taxation purposes
Yes | No X ▶ You cannot claim the tax-free threshold, any rebates or FTA on this form.

8 Basis of employment
Full time | Part time X | Casual

9 Do you wish to claim the tax-free threshold from this employer?
NOTE: If you have more than one job and you currently claim the tax-free threshold from another employer, DO NOT claim it now. Refer to the notes about question 9.
Yes | No ▶ You cannot claim any rebates or FTA on this form. Go to question 11.

10 Rebates and Family Tax Assistance
Refer to the notes about question 10. Show the total of all rebates and FTA being claimed. TOTAL $
Are you claiming FTA as part of this rebate total? Yes | No

11 Do you have an accumulated Higher Education Contribution Scheme debt? Refer to the notes about question 11.
Yes | No ▶ Go to question 12 4
If you do not want to have additional tax instalments deducted for HECS, refer to the notes about question 11.

12 Declaration: I declare that the information I have given on this form is complete and correct.
Signature J. Schwartz
DD MONTH YEAR Date 01 05 1997
Please note—there are penalties for deliberately making a false or misleading statement.

Section B—to be completed by EMPLOYER

1
Yes | No ▶ Go to question 2
Surname or family name | First given name

2 Employer's registered business name

3 Employer's trading name—if applicable

4 Employer's postal address
Suburb or town
State | Postcode

5 Nature of business

6 Contact person
Daytime telephone STD

7 Signature of employer
Date DD MONTH YEAR

Employers note: Penalties may apply where you do not send the completed original to the Australian Taxation Office within 28 days of receiving it from your employee.

If the employee has indicated that they have lodged a Tax File Number application or enquiry form at question 1, allow them 28 days to supply the tax file number. Keep the duplicate for your own records. For more information, see the Tax Help section of your Group Certificate Payment Book and Guide.

In confidence—when completed

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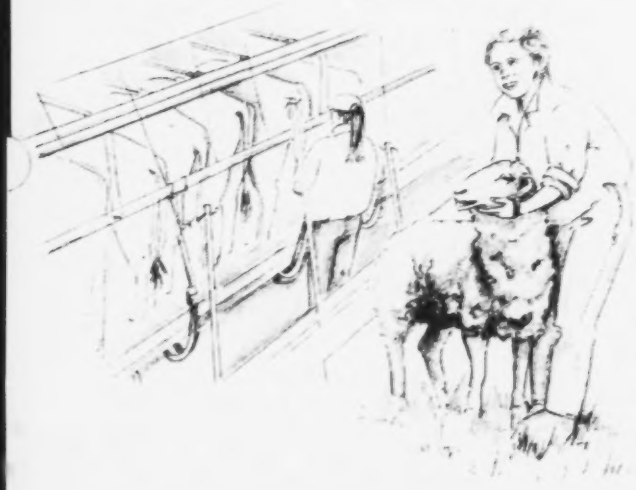
Farmers As Employers

Level 3



Support Materials for Agricultural Training

Acknowledgments

These units were developed as an initiative of the Victorian Farmers Federation and Primary Skills Victoria. They have been written and prepared by Kangan Batman TAFE.

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Published and distributed by:
The Language Australia National Resource Centre
Language Australia
GPO Box 372F, Melbourne Victoria 3001
Telephone: (03) 9926 4779
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Funded under the Workplace English Language and Literacy Programme by the Commonwealth through the Department of Employment, Education, Training and Youth Affairs.

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Introduction

Welcome to this unit of the SMAT materials, *Farmers as Employers 3*.

SMAT stands for Support Materials for Agricultural Training. SMAT will help you improve your written and spoken communication skills and your numeracy skills, so you can succeed at training programs or communicate more successfully in your workplace.

This unit helps you with the reading, writing and spoken communication skills you need to deal with employing staff. This unit is not a course in employing staff, but it will support you if you do a course in employ staff.

Where this fits

SMAT has four topics: *Agricultural Production, Farmers as Employers, Farm Management and Leadership* and *Occupational Health and Safety.*

This unit is Level 3 of *Farmers as Employers.* There are three units of *Farmers as Employers*: Level 1 (starting), 2 (continuing) and 3 (completing). Each unit has two parts: Communication Skills and Numeracy.

After you finish this unit, you could try the other units at the same level: *Agricultural Production 3, Occupational Health and Safety 3, Farm Management and Leadership 3.*

You do not have to complete every unit in SMAT. It is up to you to choose the most useful parts and work through them.

How to use these materials

You can use the SMAT materials by yourself, with someone to help you, or in a group or class. It is hard to work by yourself, so it is a good idea to have someone who can give you advice and feedback (a mentor). This person could be a trainer from a college or community centre, a relative, a neighbour or a friend.

The unit is written so you can start at the beginning and work through it. Or if you like you can choose parts of the unit and only do those parts. Spend more time on the parts which are most useful for you. If something is not useful, you can skip it.

There is no certificate to go with the SMAT materials. But SMAT helps you improve your skills so you can do other courses and get other certificates. For example: Farm$mart, Rural Business Management, and courses run by the Department of Natural Resources and Environment. You will also find that working through SMAT improves the communication and numeracy skills that you need in your working life.

Outcomes

After you finish the SMAT materials you will be able to communicate more effectively in speech and writing and use numeracy skills more effectively. You will be able to conduct interviews and assess job applications.

How long should I spend?

This depends on you. The amount of time will be different if you are working by yourself or in a group, with a mentor or without, and if you do all the activities or not. Take enough time to do all the activities that are relevant to you, to a standard high enough to satisfy you.

Activities

Each unit has a number of activities for you to do. In the communications units there are four types of activities:

- key word activities
- reading activities
- writing activities
- spoken communication activities.

In the numeracy units there are numeracy activities.

Sometimes you can write answers to these activities in the book. Sometimes it is better to write them in a notebook. Sometimes for the spoken communication activities you will need to go and speak to some other people.

In some places there are also practice writing and practice reading activities. These are extra activities. You can choose to do them if you think you want extra practice in something.

Most of the activities have model answers in the back of the book. You can also ask your mentor to check your answers.

What you need

Before you start, make sure you have the following:

- a notebook (A4 size is best)
- pens, pencils, highlighter pens
- a file or folder to keep extra papers.

Assessment

There is no formal assessment for SMAT. But it is a good idea to have a mentor look at what you have done. That way you can decide together what you have learned and what you need to improve.

Remember, the SMAT materials are a resource for you to use to improve your skills. It is up to you how you use them and how much of them you use.

Job advertisements and applications

Advertisements for managers are longer and more detailed than advertisements for casual staff. It is worth spending time writing exactly what you want.

Ian and Jodie have a sheep and cattle property. They have decided to hire a working manager. First they place this ad in some regional newspapers.

Example: job advertisement

ease forward resumes to the
above Personnel Officer.

Working Manager

Ballarat district property requires working manager.
Successful applicant will have thorough knowledge of sheep and cattle husbandry.
Experience in running a large rural enterprise, with the ability to coordinate staff is essential.
This person will have a pleasant disposition, a strong interest in rural industry, good work ethic and a passion for perfection.

Excellent accommodation, school bus at the front gate, salary $33 800 per annum.

Reply in writing with references to
Ian and Jodie MacMillan
PO Box 000, Ballarat. Vic., 3350

WORKERS needed for full time work. Must be registered able to work without

Figure 1: Job advertisement

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Activity 1

Lucille has a flower farm in the Dandenong Ranges. She wants to hire a manager to run the place while she is away. She has written some notes about what she is looking for.

Essential - knowledge of floriculture industry and experience of managing flower farm
Coordinate staff
Manage production, harvesting and packing
Good work ethic Excellent marketing and communication skills
Ability to innovate
Desirable - qualifications in floriculture
Computer skills
Accommodation provided - schools nearby
Salary $36 000 p.a.
Reply in writing with resume.

Use these notes to write an advertisement.

Job application letters

Ian and Jodie receive a number of applications, ranging from very good to poor. The poor ones contain a badly written handwritten letter and no resume. The good ones contain a clear one page covering letter and a resume.

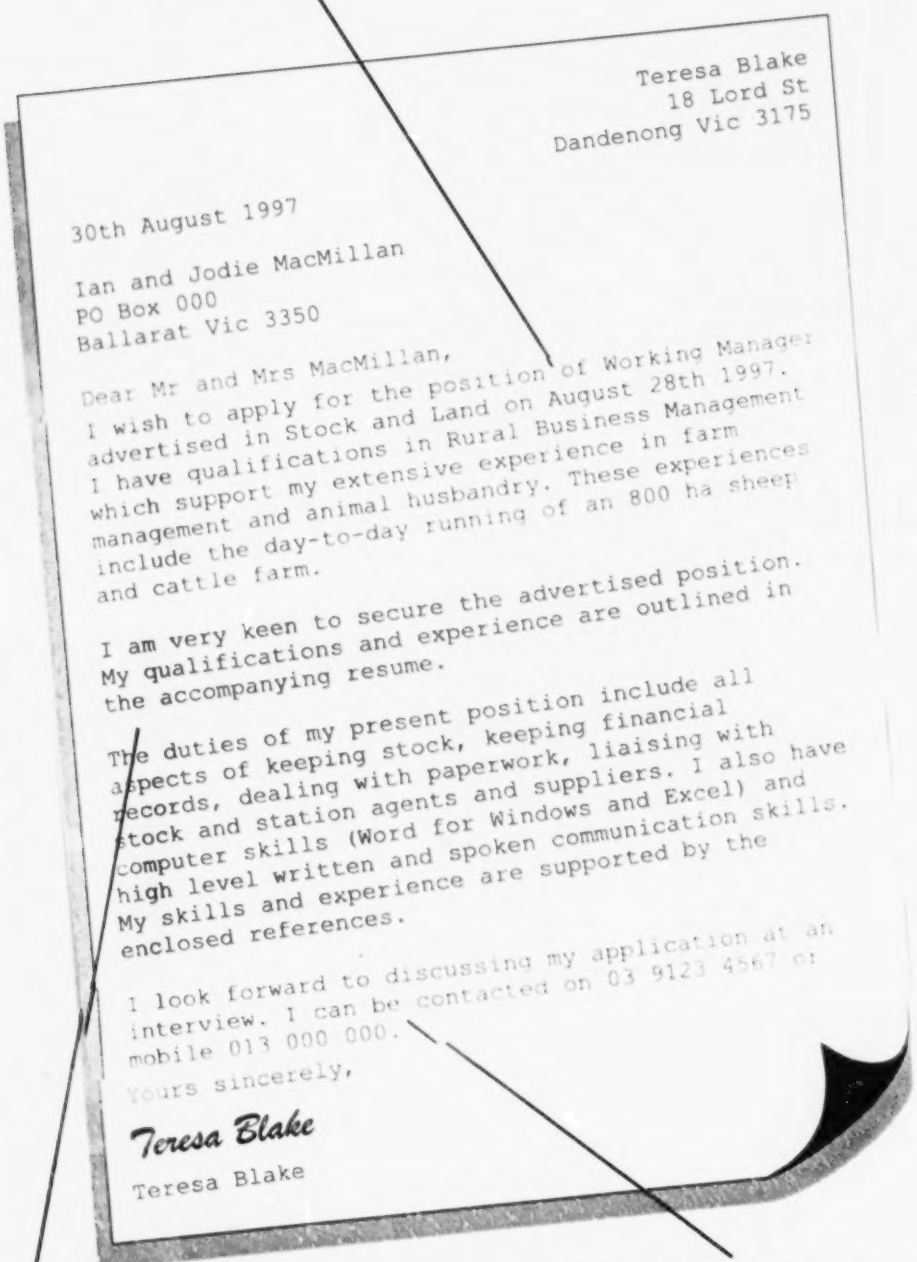
The covering letter has three parts:

1. The introduction expresses interest in the job and applies for it.
2. The body points out relevant qualities, qualifications and experience in the resume.
3. The conclusion states where and how the applicant can be contacted for interview.

Here is an example of a good covering letter.

Example: job application letter

1. The introduction expresses interest in the job and applies for it.



Teresa Blake
18 Lord St
Dandenong Vic 3175

30th August 1997

Ian and Jodie MacMillan
PO Box 000
Ballarat Vic 3350

Dear Mr and Mrs MacMillan,

I wish to apply for the position of Working Manager advertised in Stock and Land on August 28th 1997. I have qualifications in Rural Business Management which support my extensive experience in farm management and animal husbandry. These experiences include the day-to-day running of an 800 ha sheep and cattle farm.

I am very keen to secure the advertised position. My qualifications and experience are outlined in the accompanying resume.

The duties of my present position include all aspects of keeping stock, keeping financial records, dealing with paperwork, liaising with stock and station agents and suppliers. I also have computer skills (Word for Windows and Excel) and high level written and spoken communication skills. My skills and experience are supported by the enclosed references.

I look forward to discussing my application at an interview. I can be contacted on 03 9123 4567 or mobile 013 000 000.

Yours sincerely,

Teresa Blake

Teresa Blake

2. The body points out relevant qualities, qualifications and experience in the resume.

3. The conclusion states where and how the applicant can be contacted for interview.

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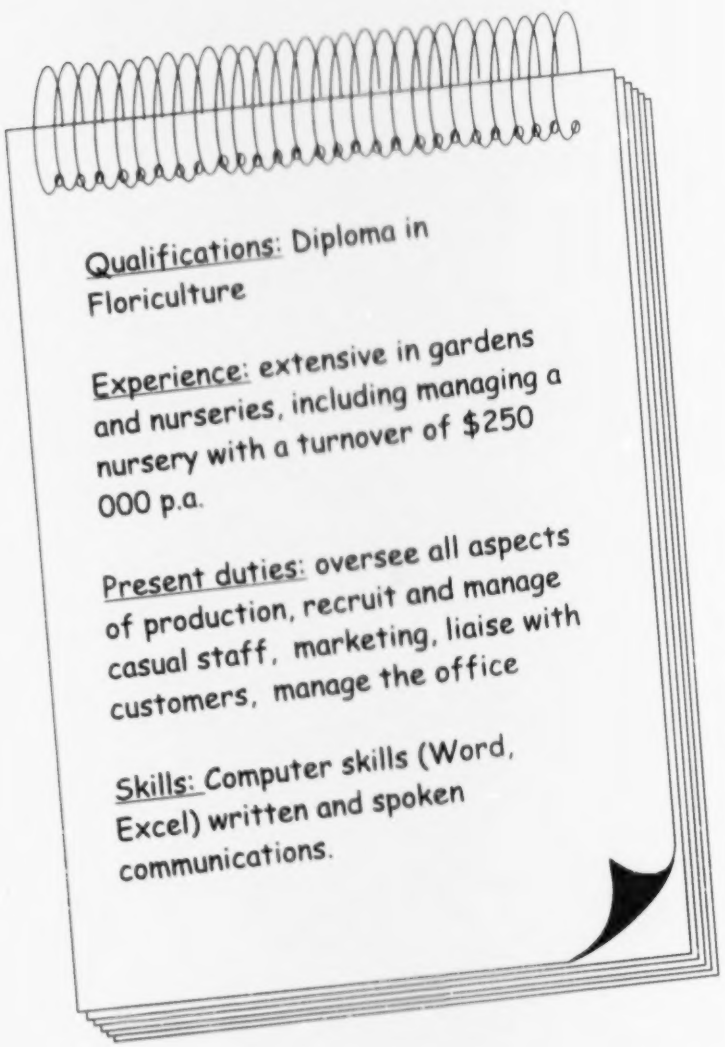
Does Teresa have relevant experience?

Does she have the required skills?

Does she have suitable qualities and qualifications?

Activity 2

John wants to apply for the position on Lucille's flower farm. He is thinking about what to put in his letter. These are his notes.


Qualifications: Diploma in Floriculture
Experience: extensive in gardens and nurseries, including managing a nursery with a turnover of $250 000 p.a.
Present duties: oversee all aspects of production, recruit and manage casual staff, marketing, liaise with customers, manage the office
Skills: Computer skills (Word, Excel) written and spoken communications.

Using this information, write the letter for John. Use the following process.

Writing skills: the writing process.

1. Write a plan
2. Write a rough draft
3. Correct and fix the draft
4. Write the final version.

Resumes

When someone applies for a job, especially a non-casual job with responsibility, they need to write and send a resume. This is a description of their qualifications, experience and skills. (A resume is sometimes called a curriculum vitae or CV.)

Applicants need to be able to write good resumes. Employers need to be able to judge the quality of an applicant from a resume. Based on the resume, the employer decides whether or not to interview the applicant.

A resume should give a clear and detailed picture of what the person has done, especially their qualifications and experience. There should be no mysterious time gaps, and there should be the names of reputable referees who can confirm the information. If you are an employer, it is always worth chasing up referees.

Teresa has attached her resume to the covering letter.

Example: resume

RESUME

Name: Teresa Anne Blake
Address 18 Lord St Dandenong Vic 3175
Telephone 03 9123 4567
Date 30th August 1997

Employment experience

1995 - 1997 Farm manager, 800 ha cattle and sheep farm in north east Victoria
1994 - 1995 Farm manager, 600 ha sheep farm, western district, Victoria
Duties of my two most recent positions were as follows:

- inspection, movement, all forms of care of sheep and cattle
- treatment of a range of diseases and preventive health measures
- buying and selling livestock
- supervision of shearing
- planning and implementation of pasture improvement practices
- supervision of lambing and calving
- planning and management of fodder conservation, including hay, silage and fodder crops
- maintenance of livestock records, inventories and buying and selling records
- using computerised record keeping systems
- management of contract staff for shearing and fencing.

1989 - 1991 Station hand on a cattle property in Northern Territory
1987 - 1989 Jillaroo at several properties around Australia and New Zealand

Educational qualifications

Diploma of Farm Management, 1993, Longerenong Agricultural College
Farm Chemical Users Certificate, 1995, Dookie Agricultural College
Artificial Insemination Certificate, 1994, Glenormiston College
Australian Rural Leadership program, 1994, Glenormiston College
Prograze course, 1996, Ballarat School of Mines

Professional presentations

Presentation at the International Women in Agriculture Conference 1994

Interests

Equestrianism: frequent competitor at the Royal Melbourne Show. Silver medal winner 1989, 1991.

Referees/references

Bob and Kate Forsyth,
Forsyth's farm,
PO Box 000, Yea, 3717, Vic.

Dick and Melva Cleary,
Three Trees Farm,
PO Box 000, Hamilton, 3300, Vic.

Assistant Professor Roger Jenkins,
Glenormiston College.

Practise writing

It may be useful for you to prepare a resume for yourself or another member of your family. Start by making notes under the different headings: Employment experience, Educational qualifications and so on. Then write a resume using Teresa's resume as a model.

Interviewing management staff

In *Farmers as Employers 1 and 2* we looked at some of the skills involved in hiring people. In this section, we will look at hiring people at higher levels.

If you are employing someone in a more important position, say as a farm manager or a share-farmer, you will want more information. It is not just a question of what the person knows and can do - these days, employers ask applicants about:

- communication skills
- collecting and organising information skills
- planning and organising skills
- ability to work with others and in teams
- ability to manage others
- problem solving abilities
- ability to use technology
- ability to introduce change and manage change
- approach to training
- motivation
- goals.

Some employers send applicants questionnaires and ask the applicants to write their answers. This gives people time to think, so the employer gets more information.

Interviewing managers

Ian and Jodie receive 8 applications for the job they advertised. They read all of them and decide to interview 5 of those who applied.

Before the interview

The day before the interview, Ian and Jodie sit down to:

- reread the applications
- prepare a number of questions.

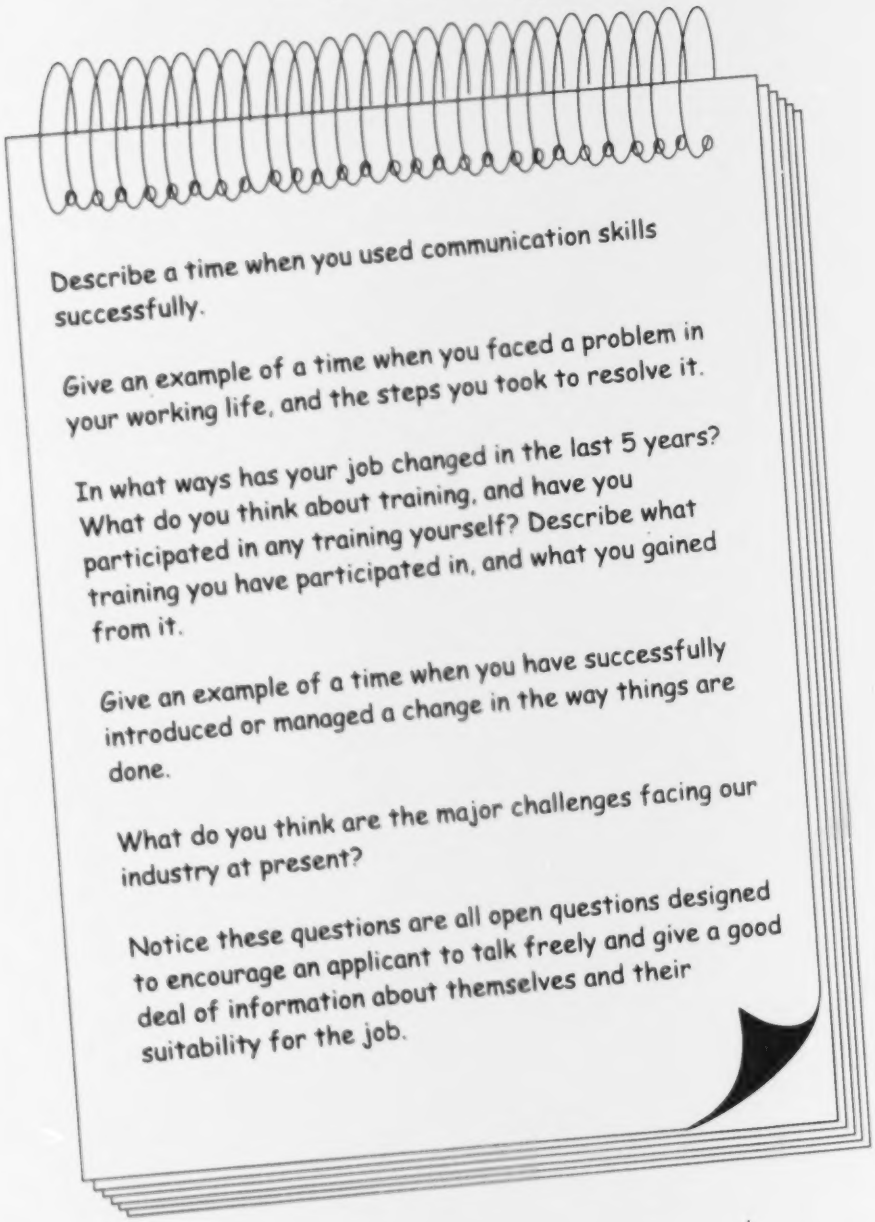
The questions they write are based on the job description and are aimed at finding out how the applicant's skills and knowledge match up with their needs.

They prepare 10 questions. These include questions about the applicant's:

- experience and skills
- personal qualities
- problem solving skills
- management skills
- ability to work with others.

Here are some of the questions they draw up.

Example: questions for applicants



Describe a time when you used communication skills successfully.

Give an example of a time when you faced a problem in your working life, and the steps you took to resolve it.

In what ways has your job changed in the last 5 years? What do you think about training, and have you participated in any training yourself? Describe what training you have participated in, and what you gained from it.

Give an example of a time when you have successfully introduced or managed a change in the way things are done.

What do you think are the major challenges facing our industry at present?

Notice these questions are all open questions designed to encourage an applicant to talk freely and give a good deal of information about themselves and their suitability for the job.

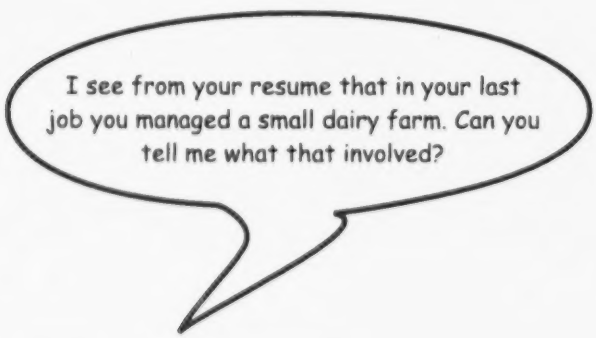
Activity 3

Work out some questions that Jodie and Ian could ask the applicants about:

- team work
- training they have completed
- management skills
- their career goals.

During the interview

At the start of the interview, wanting to put the applicant at ease, Jodie and Ron give them information about the pay and conditions. Then Jodie asks:



This type of open question, allows applicants to summarise their experience and relax a bit. It opens up the communication.

After the initial questions, Ian and Jodie move on to ask their prepared questions. They don't only ask these, but also ask follow-up questions to clarify the applicant's answers and probe a little deeper.

Because they were interviewing several applicants, they take notes during the interview. This can be useful to remind them of who said what when they come to making a decision.

Evaluating the applicants

Interviewing involves more than just asking questions and listening to answers. Interviewers need to evaluate the applicant to decide their suitability. They have to critically listen to work out:

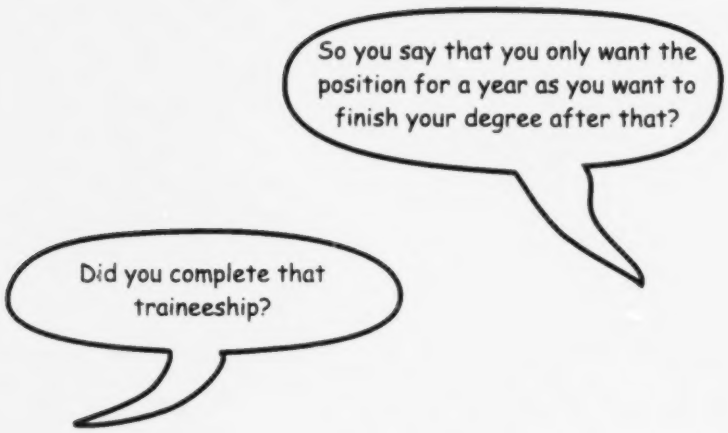
- Does the applicant have the experience and skills needed?
- Would the applicant fit into this workplace?
- Is what they say backed up by experience ?
- Does the applicant have the qualities and attitudes that make a valuable employee?

Jodie and Ian have good advice.

We had a guy who looked great on paper, but when we interviewed him and listened closely to what he said, his experience and knowledge was limited. He had an agricultural science degree, but really very little hands on experience with farm management.
Another woman was well qualified, but seemed to lack enthusiasm and did not appear to have good team skills.

Two-way communication makes a good interview. Ask questions to clarify points and give the applicant an opportunity to explain something in more detail.

Restating or summarising what you think is meant is a good way of feeding back that the information was unclear or needs further explanation.


So you say that you only want the position for a year as you want to finish your degree after that?
Did you complete that traineeship?

Ending the interview

To finish the interview, Jodie and Ian ask the applicants if they have any questions.

They check that the applicant's referees are listed and that they are able to contact them.

They let the applicants know they will be making a decision by Thursday and thank them for applying.

After the interview, Jodie and Ian discuss who they think should be offered the job. One applicant stands out, so after checking the person's references, Ian and Jodie offer the person the job.

Activity 4

You wish to employ one of the following people at your workplace:

- a trainee
- a farm manager
- a share-farmer
- a farmhand.

Develop a set of questions you would ask them (at least 8).

Note down the order you would ask the questions.

Training and profitability

The next article is about the importance of training for farmers and farm workers.

Do you think it is important for farmers and farm workers to have training?

What kind of training do they need?

Activity 5

Before reading the article in Activity 6, complete this brief questionnaire about training:

Questionnaire: training

	Yes	No
Do you or any of your family or employees have post-secondary qualifications?	☐	☐
Have you or any of your family or employees completed above Year 10?	☐	☐
Have you or any of your family or employees attended any training in the last 12 months?	☐	☐

If yes, was this training formal (at a university, TAFE College or accredited provider) or informal (seminars, conferences, industry meetings or field days)?

.....

.....

.....

If yes, have you changed your farming practices as a result of the training? Please state how your practices have changed.

.....

.....

.....

Do you plan to attend any more training in the next 12 months? Yes/No

.....

.....

.....

Has training enabled you to make your farm business more profitable?	☐	☐

training

flexible	*able to adapt and change*
human capital	*the skills, knowledge and abilities of people, which can be improved by training*
incentive	*what motivates people to do something*
post-secondary	*education after school, at college or university*
accredited provider	*an organisation which is approved to provide training*

In a long article like this, it is important to find the main ideas.

Reading skills: finding the main ideas

In any long piece of writing, there are key sentences which express the main ideas of the text. They are usually general statements, which often come at the start of the text or sections of the text. It is helpful to find and highlight these key sentences.

Activity 6

1. Find and highlight three sentences which are the main ideas of the article. Then, using the sentences you highlighted, write a brief summary of what the article is about.

Page 4

Invest in well trained staff

It has been known for many years that the level of education and training is dreadfully low among Australia's agricultural and horticultural owners, managers and workers. Compared with the countries we are competing with, we have a very poor record.

A new study by Sue Kilpatrick of the University of Tasmania has been published by the National Farmers Federation. The study, *Change, training and farm profitability*, shows the relationship between training and profitability. Information from Tasmanian producers clearly demonstrates that farm businesses run by management teams with agricultural qualifications were more profitable than other farm businesses. They have an average gross operating surplus of $85 000 in 1993 - 1994 compared to $58 000 for other farm businesses. The sample included fruit and vegetable farmers, and horticultural businesses showed some of the greatest improvements in productivity when staff were involved in training events.

Farm businesses with staff without education to year 10 or beyond were less likely to attend training events. However, less than 10% of businesses with higher educated staff were in the "no training" category.

68% of farm businesses which participate in training make changes to their practice, compared to 37% of those which do not train.

Training includes formal courses run by universities, TAFE Colleges and other accredited providers, and informal training at seminars, conferences, industry meetings and field days.

In his foreword to the report, the president of the National Farmers Federation said Australia's relatively poorly educated farm workforce limits the capacity to be flexible and responsive to change. He said it was vital for farmers to invest in human capital in the same way they invest in equipment.

The benefits of training are clear but what incentives does our industry offer its workers? Our industry has some of the lowest paid full-time jobs for 20 to 24 year olds, including farmers and farm managers, animal trainers, farmhands, nursery staff, labourers, plant operators and gardeners. This is nearly 50% of the low-paid listings. The lowest paid workers earn barely more than the dole. We are constantly reminded of the value of agriculture and horticulture to the nation's economy. But how can we attract high-flying youngsters to the industry without financial incentives?

By Tony Biggs, Stock and Land

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2. Now complete the following sentences, using information from the article and your own ideas (you do not have to use exactly the same words).

   - In general, Australian farmers

     .....

   - In other countries

     .....

   - Farmers who participate in training

     .....

   - Farmers who already have a high level of education

     .....

   - Many jobs in agriculture and horticulture

     .....

   - High-flying young people

     .....

3. From your experience, is training beneficial to the work done on a farm?

4. Is training easier to get in rural areas?

5. How could access to training be made easier?

Motivating people

When you have employed people, you want to get the best out of them. This means you have to make sure they are motivated. Employers need to understand about motivation.

Motivation is a hard word to define. Here is a possible definition: Motivation is your drive, enthusiasm, and interest in work.

Activity 7

What motivates people to do a good job? Write some ideas here.

One thing that motivates people is money. But other things are sometimes more important. In recent times managers have realised that workers are more motivated when they like what they are doing. They also need to feel involved in what they are doing. They often do not respond well to being told what to do and not having a say.

Here are two examples. Read them, then discuss the questions which follow.

Case study 1: Pam and Con

On Pam and Con's grain farm, everyone has an area of responsibility. Everyone manages a different side of the running of the farm. Pam has financial skills and she takes care of the books. Her partner Con looks after marketing.

Pam and Con have two children. Their daughter, Gillian, carries out trials and tests on different types of grain, to help the family make decisions about what to grow.

Their son Mark is a very good mechanic.Mark uses his mechanical skills to fix and design machinery for the farm and other neighbouring farms.

Everyone reports back to the monthly farm management meetings.

Decisions about farm planning are made with input from everybody. They discuss and reach decisions together.

Case study 2: Jim

Jim has owned his daffodil farm for 30 years. He has now taken on a part-time manager to help him out as he is getting older. The manager, Stuart, has a college diploma and a few years farming experience. He can see that the farm is quite out-of-date and unproductive, and new methods are needed. He suggests trying some different flowers as well as daffodils, looking for new markets, and using a different approach to cultivation.

Jim refuses to listen. He tells Stuart that the farm is just fine and he's not interested in any new ideas. He is the one with the experience, not Stuart. He just wants Stuart to keep running things the way they are. He lets Stuart know that he won't let Stuart rip him off with some shonky scheme. Although the pay is quite good, Stuart is soon unhappy and starts looking for a new job.

What motivates the people on these farms?

Which people are more motivated, and why?

In the second case study, what could Stuart and Jim both do to try to reach an agreement with each other? How would this help?

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Workplace team meetings

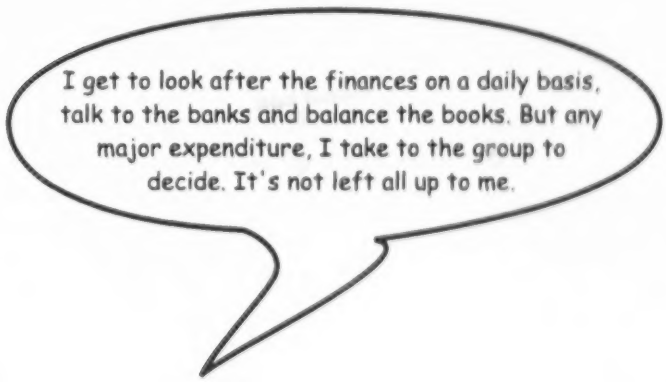
In the first case study, Pam and Con have developed a workplace structure that motivates all family members to participate. On their farm:

- each family member has responsibility for one area of the farm
- monthly meetings are held to enable joint decision making.

People are motivated when they are given:

- responsibility
- a supportive work environment.

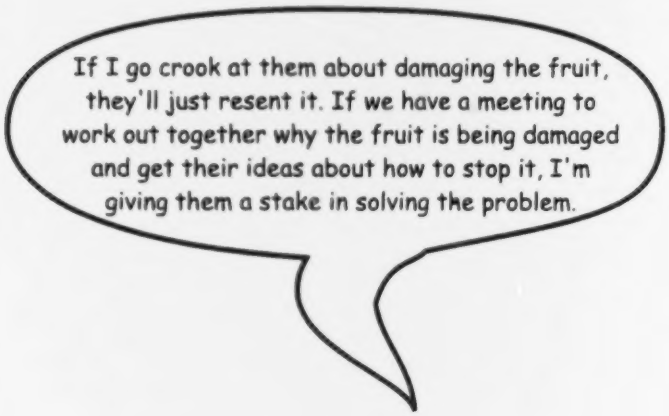
Pam knows how important this is.


I get to look after the finances on a daily basis, talk to the banks and balance the books. But any major expenditure, I take to the group to decide. It's not left all up to me.

Having regular workplace meetings is a good way of motivating workers. These meetings:

- allow them to have a say
- shows them their opinions are valued
- involves workers making decisions, setting goals and problem solving.

Here's what Ray said about the meetings he runs at his orchard.


If I go crook at them about damaging the fruit, they'll just resent it. If we have a meeting to work out together why the fruit is being damaged and get their ideas about how to stop it, I'm giving them a stake in solving the problem.

Activity 8

1. Who makes the decisions at your workplace?

2. How are they made?

3. Are workers involved in decision making at your workplace?

Feedback

As well as giving workers the opportunity to have a say in decision making, providing regular feedback about their performance is important.

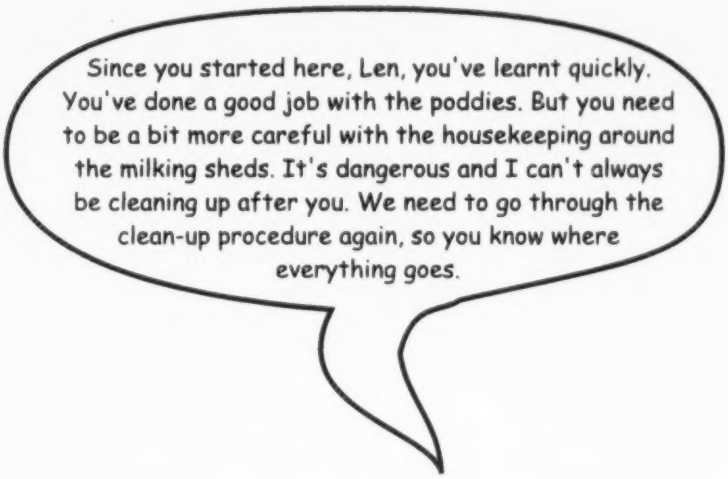
Most of us need to have our work recognised. Letting a person know they are doing a good job increases their job satisfaction. It lets them know their efforts are valued and not just taken for granted.

Feedback about a person's performance can just be a comment to them face-to-face or can be more publicly stated in a workplace meeting.

You've really done a good job servicing that engine. It's never run so smoothly in its life.
I'd just like to thank Con for his efforts when we went away to that training weekend. It was great to get home and find nothing about the place needed attention.

Just as people need to know when they have done a good job, it is also important to tell workers how they can improve their work. This type of feedback is especially important for trainees or new workers.

This type of feedback needs to be given sensitively. Criticising the person and not the way they do their job can just build resentment. Here's some feedback John gave to a trainee dairy hand.


Since you started here, Len, you've learnt quickly. You've done a good job with the poddies. But you need to be a bit more careful with the housekeeping around the milking sheds. It's dangerous and I can't always be cleaning up after you. We need to go through the clean-up procedure again, so you know where everything goes.

Notice how John did it:

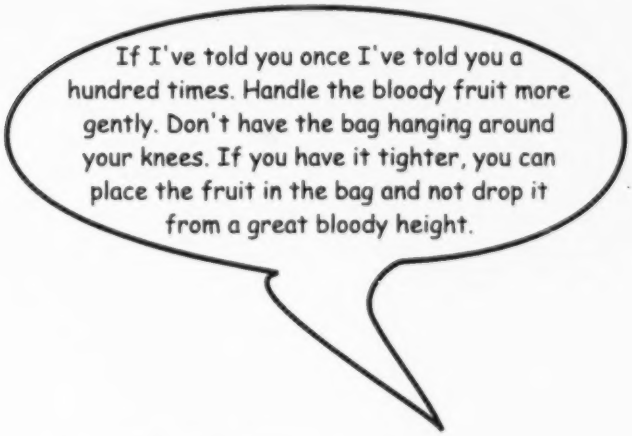
- he started by pointing out the positive
- he went on to say how the trainee could do better
- he explained why improvement was needed.

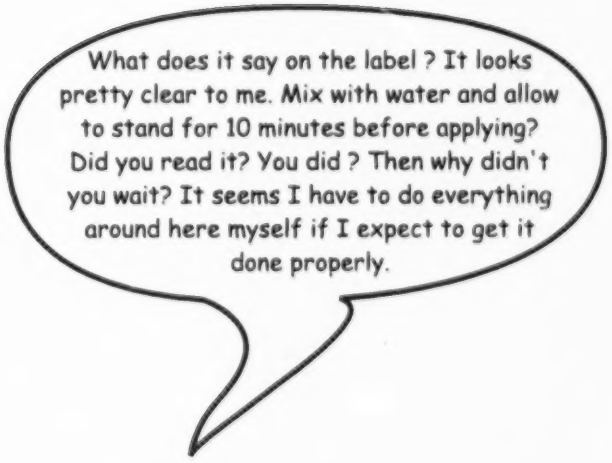
Negative feedback should not be given publicly. It is not just one way communication either. The person should:

- have the chance to respond to the feedback
- discuss how to improve their performance.

Activity 9

1. When was the last time you received or gave another worker positive feedback about their work performance?
2. What was the response to this feedback?
3. When was the last time you received or gave negative feedback?
4. What was the response to this feedback?
5. Is giving feedback a regular occurrence at your workplace? Why or why not?
6. Comment on the following feedback given to trainees. Can you think of better ways of giving them feedback.


If I've told you once I've told you a hundred times. Handle the bloody fruit more gently. Don't have the bag hanging around your knees. If you have it tighter, you can place the fruit in the bag and not drop it from a great bloody height.


What does it say on the label ? It looks pretty clear to me. Mix with water and allow to stand for 10 minutes before applying? Did you read it? You did ? Then why didn't you wait? It seems I have to do everything around here myself if I expect to get it done properly.

Model Answers

Activity 6

Question 2

- In general, Australian farmers have a low level of training and eduction.
- In other countries we compete with farmers who have higher level of eduction and training.
- Farmers who participate in training generally make changes to their practice.
- Farmers who already have a high level of education are more likely to do more training.
- Many jobs in agriculture and horticulture are low paid.
- High-flying young people are not attracted to the industry because there are no financial incentives.